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IDENTIFIERS *Point Loma Nazarene College CA

ABSTRACT

Point Loma Nazarene College's self-study report for reaffirmation of accreditation, which was submitted to the Western Association of Schools and Colleges, is presented. A description about the history and demographics of the college is provided, along with information on: institutional integrity; institutional purposes; governance and administration; educational programs; faculty and staff; library, computers, and other learning resources; student services and student activities; physical resources; and financial resources. The college's responses to recommendations from the 1975 campus evaluation are also described. Specific concerns include: ethical principles and practices, commitment to academic freedom, truth in institutional publications and representations, relationship of the college with the accrediting commission, objectives of the Christian-related college, general educational objectives, the governing board, administrative organization, roles of faculty and students, undergraduate programs, graduate and professional degrees, admissions and retention, research, noncredit courses, faculty selection, personnel policies, library acquisition procedures, computing services, and cocurricular activities. Data on finances, degrees, and administrative structure are included. (SW)

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**Point Loma
Nazarene College
San Diego**

**Self-Study
Report**

NOVEMBER, 1984



submitted
to the
Western Association of Schools and Colleges

CERTIFICATION OF THE SELF-STUDY REPORT

TO Accrediting Commission for Senior Colleges and
 Universities
 Western Association of Schools and Colleges

FROM Point Loma Nazarene College
 3900 Lomaland Drive
 San Diego, California 92106-2899

This Self-Study Report is submitted for the purpose of assisting in the determination as to whether or not this institution should have its accreditation reaffirmed by the Accrediting Commission.

I certify that there was broad participation by the campus community. We believe the Self-Study Report accurately reflects the nature and substance of the institution.

Signed


Jim L. Bond
Chief Administrator

President

Title

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CHAPTER I
STATEMENT OF ORGANIZATION OF SELF-STUDY

Accreditation is not only an action by an agency and an event, but also a process which begins immediately following the previous accreditation visit. In January 1983, Dr. Keith Pagan, Academic Dean, Dr. Val Christensen, Associate Dean, and Dr. Harold Young, Title III Coordinator, attended a preliminary meeting at Northrop University conducted by WASC. The preliminary planning process began in the Dean's office at Point Loma Nazarene College at that time.

The self-study was formally initiated by the President in September, 1983, following by a month his election to the office. He authorized a Self-Study Steering Committee of seven members. In order to ensure complete and open communication, the President served as a member of the steering committee. The Academic Dean, who also serves as the accreditation liaison officer, and five senior faculty were appointed as members.

TABLE 1

SELF-STUDY STEERING COMMITTEE
Keith A. Pagan, Chairman

NAME	TITLE-RANK	YRS OF SERVICE
Jim L. Bond	President	3
Frank G. Carver	Director of Graduate Studies of Religion Professor of Religion	23
Noel R. Fitch	Chair of Department of Literature & Languages Professor of Literature and Languages	13
Billy F. Hobbs	Professor of Mathematics	14
Carroll Land	Athletic Director Chair of Department of Physical Education Professor of Physical Education	22
Keith A. Pagan	Vice President for Academic Affairs Accreditation Liaison Officer Professor of Music	23
Harold E. Young	Registrar Title III Coordinator Professor of Education and Sociology	16

COMMITTEE ORGANIZATION

The committee convened in October and discussed the overall nature of self-study, its projected timelines, and the importance of doing each phase in a professional manner. The issues of information and benefits accruing to the College from the self-study process were discussed. The kind of leadership needed for the committee was discussed. The committee proceeded to elect the Academic Dean, Keith Pagan, as chairman and Harold Young as secretary. After candid deliberation the committee named eight Task Force Directors to lead in different areas of study.

A subsequent meeting was devoted to the naming of members to each task force. Careful consideration was given to the type of work each task force might be doing and the various areas of campus life that would be affected. With these factors in mind, members were named to the several task forces (see attached list with titles).

The task forces were charged with studying all aspects of their assigned area. All documents, reports, previous studies were to be utilized. In the words of the President, "leave no stone unturned," let no "sacred cow" escape scrutiny. It was to be a serious study providing a platform of information for the incoming presidential

administration, the self-study process and the accreditation report.

The Task Forces largely completed their work during the 1983-84 school year. During this time the SSSC met each week. A member of the SSSC was assigned as a liaison to each Task Force. The SSSC was able to keep current information about the work of each Task Force by this means. There were several meetings with the Task Force directors either individually or as a group.

Several of the Task Forces had open hearings as part of the data gathering processes. Others used various data collection means, including surveys, questionnaires, and interviews. The SSSC received early versions of the reports and gave reactions to the Task Force directors.

Since the mission statement played such a key role in the process, the institution made sure that this became an item of discussion and high visibility. The director of Task Force One was before the faculty two different times for extended discussion and interchange.

The entire Fall Workshop 1984-85 centered around the recommendations coming from the self-study. All of the recommendations of each Task Force were thoroughly discussed and analyzed. The SSSC met in plenary session following this workshop to deal with the reactions and suggestions coming out of these workshop sessions.

The final document was voted upon by the faculty in November 1984 and was adopted by the Board of Trustees at their meeting on November 15, 1984. The Board of Trustees began their regular fall meeting one day early in order to give adequate time to the understanding of key issues, discussion and debate. The SSSC members and Task Force directors met with eight ad hoc committees of the Board to go through each of the Task Force reports and their recommendations prior to the final vote.

The SSSC affirms that there has been extensive involvement of the faculty, administration and governing Board in the self-study process. The final version is a product of considerable interaction at all levels.

TABLE 2

SELF-STUDY
TASK FORCE MEMBERS

TASK FORCE #1 - Institutional Purpose and Integrity

Herb Prince	<u>Director</u> Associate Professor of Theology and Philosophy
Jim L. Bond	President
Paul T. Culbertson	Professor Emeritus Former Academic Dean
Ross Irwin	College Attorney Alumnus
James Jackson, Sr.	Professor of Speech Alumni President
Mark Lehman	Student
Sheila Holly	Assistant Professor of Education
Robert Scott	Trustee Superintendent, Southern California District, Church of the Nazarene

TASK FORCE #2 - Governance and Administration

Robert Ferris	<u>Director</u> Trustee College Professor
Gwen Collier	Superintendent of Schools
Nancy Hardison	Associate Professor of Business
Keith Holly	Professor of Psychology
Dwayne Little	Professor of History Faculty Secretary
Jack Morris	Trustee General Dynamics, Aerospace Executive
Art Seamans	Professor of Literature Faculty Council Chair
Bill Young	Director of Admissions

TASK FORCE #3 - Educational Programs

Philip Fitch	<u>Director</u> Department of Education Chair Professor of Education
Paul Benefiel	Trustee Chairman Superintendent, Los Angeles District, Church of the Nazarene
Val Christensen	Associate Dean for Academic Affairs Professor of Chemistry
James Crakes	Professor of Physical Education
Sharon Irwin	Associate Dean of Students
Michael McConnell	Associate Professor of Biology
M. Kimber Moulton, Jr	Trustee Businessman
Karen Sangren	Associate Professor of Art
Dale Shellhammer	Professor of Chemistry
Tim Whitehead	Student
Hadley Wood	Professor of French and Literature
Stanley Wood	Associate Professor of Music and Education

TASK FORCE #4 - Faculty and Staff

Victor Heasley	<u>Director</u> Professor of Chemistry
David Barton	Trustee Medical Doctor
Howard Bergherm	Director of Personnel
Velma Brumbaugh	Assistant Registrar
John Christianson	Associate Professor of Economics
Sandy Foster	Department of Home Economics Chair Assistant Professor of Home Economics
David Strawn	Department of Mathematics and Computer Science Chair Professor of Mathematics and Computer Science
Clayton Swanson	San Diego Zoo Executive Former Director of Personnel, San Diego County

TASK FORCE #5 - Library, Computer & Other Learning Resources

Gene Mallory	<u>Director</u> Department of Psychology Chair
Paul Bassett	Professor of Psychology Associate Professor of Speech and Drama
Shawna Deasley	Student
Jerry McCant	Professor of Religion
Ann Ruppert	Librarian
Sheldon Sickler	Director of Computer Services Professor of Mathematics and Computer Science
Virgil Vail	Instructional Media Specialist Associate Professor of Physics

TASK FORCE #6 - Student Services and Student Activities

Marilyn Starr	<u>Director</u> Librarian
John Allen	Assistant Director
Ben Foster	Professor of Psychology
Mark Hiepler	Assistant Professor of Physical Education
Kenneth Hills	Student ASB President
Cindy Lewis	Dean of Student Development Professor of Education
Michael McKinney	Associate Professor of Biology
Reuben Welch	Professor of German Associate Professor of Religion

TASK FORCE #7 - Physical Resources

Ron Kirkemo	<u>Director</u> Professor of Political Science
Jan Bernard	Head Resident, Goodwin Hall
David Brown	Department of Biology Chair
Beryl Dillman	Professor of Biology
Jim Huffman	Professor of Education
Charles Ogden	Director of Physical Plant Development
Reuben Rodeheaver	Trustee Pastor
Brent Wyss	Department of Music Chair
Ron Lush, Jr.	Professor of Music Student Resident Assistant Assistant to the President for Constituent Relations

TASK FORCE #8 - Financial Resources

Howard Miller	<u>Director</u> Professor of Business Administration
David Berry	Professor of Education Director of Pasadena Campus
Dorothy Dykman	Department of Business and and Economics Chair Professor of Business and Economics
Cliff Fisher	Associate Professor of Religion
Robert Foster	Vice President for Financial Affairs
Dave Gipe	Trustee Chair Pasadena College Foundation Board AgriBusiness Corporation Executive
John Lown	Professor of Biblical Literature and Languages

ISSUES

Throughout the reports common themes relating to this academic community are apparent: are the programs accomplishing their purpose?; is the liberal arts versus vocational emphasis in the curriculum in proper balance?; is the mission of the College stagnant or dynamic in nature?; how is change effected through the administrative and faculty structure? In some cases recommendations are made to improve existing contradictions or apparent inconsistencies. Other sections of the report suggest areas needing further study.

One immediate area of impact is that some procedures, policies and printed errors have been corrected as the self-study process has progressed. Other improvements occurred when suggestions or new information was referred to standing committees for action.

The make-up of the task forces and their committees functioned to bring together campus segments that normally do not have opportunity for interaction or dialog.

The impact of the self-study with its far-reaching recommendations will be felt for years to come. The adopted recommendations will increase the ability of the College to provide a better educational opportunity for all its students.

The concept of "future focusing" has been a useful one in the process. The plan of action calls for the institution to focus its attention on the future from a position of thorough knowledge and understanding of the past. Future focusing differs from "long-range planning" in our working definition. It calls for an on-going and self-correcting process of looking forward rather than the adoption of a Ten-Year Plan with the implied rigidity so often associated with such a plan.

It was the intent of the Self-Study Steering Committee to provide the board, administration and faculty with a document which would continue to serve the self-study and accreditation purposes long after the 1984 report is submitted. It is purposed that the recommendations in the self-study report as well as those in second and third level documents shall be referred to standing committees for discussion, review and possible action through the existing governance structure.

CHAPTER II
DESCRIPTIVE BACKGROUND AND HISTORY

Point Loma Nazarene College is a Christian, liberal-arts college located in San Diego, California. The College was founded in Los Angeles in 1902 by Dr. Phineas F. Bresee and first incorporated as Pacific Bible College. In 1910 the College moved to Pasadena and began offering a four-year, liberal-arts degree. The name, Pasadena College, was adopted in 1924. In 1973, the College relocated in San Diego as Point Loma College: An Institution of the Church of the Nazarene. In 1983 the name was shortened to Point Loma Nazarene College.

ACCREDITATION: First accredited by the Northwest Association of Secondary and Higher Schools in 1943, the College has been continuously accredited since that date. The accrediting function was assumed by the Western College Association in 1949.

SPONSORSHIP: The College is owned and operated by a self-perpetuating board representing the eight districts of the Southwest Educational Region of the Church of the Nazarene, the sponsoring denomination. Its Board of Trustee representatives are selected from the eight districts of this region located in Arizona, California, Hawaii, New Mexico, and parts of Texas and Nevada.

CAMPUS: The College is located on approximately 90 acres of the Point Loma peninsula, overlooking the Pacific Ocean. There are 182,389 square feet of academic space (classrooms, laboratories, faculty offices). The book value ("cost basis") of the buildings is \$7,403,092 and of the land is \$4,451,796. When the equipment (\$2,025,699) and library (\$1,043,537) value is added, the total cost is \$14.9 million, with a market value of approximately \$40 million. The operating budget has increased steadily during the past decade. The 1984-85 operating Budget totals \$11,384,320.

PERSONNEL: There are 97 full-time and 72 part-time faculty for a total of 159. Of this group 73 possess the terminal degree in their field. A total of 285 individuals (full and part-time, but not counting students) are currently employed by the College.

MOVE TO SAN DIEGO: The move to San Diego marked the beginning of a new era in the history of the institution. Growth in every aspect of the school has been dramatic. Total enrollment has increased by over fifty percent. Currently there is a total of 1917 students enrolled: 1715 undergraduate and 202 graduate.

GROWTH: The following table contrasting the last year on the Pasadena campus (1972-73) with the current year (1984-85) contains data documenting the growth and development during this critical period in the life of the College.

TABLE 3

POINT LOMA NAZARENE COLLEGE

A DOZEN YEARS OF PROGRESS

1972-73 (Pasadena) to 1984-85 (San Diego)

	Pasadena 1972-73	San Diego 1984-85
PHYSICAL FACILITIES		
Campus Acreage	17	90
Buildings (Area)	13 (275,160)	33 (479,180)
Academic Buildings (Area)	5 (123,400)	16 (182,389)
FACULTY		
Full-Time	72	97
Part-Time	14	72
Faculty with Doctorates:		
Full-Time	23	54
Part-Time	--	19
Percentage with Doctorates:		
Full-Time	32	56
Part-Time	--	26
Mean Salary	\$10,084	\$25,681
Faculty Developmental Budget (Including Sabbaticals)	0	\$75,700
STAFF		
Full-Time	75	139
Part-Time	0	7
TOTAL Staff	75	146
STUDENTS (Fall Quarter)		
Undergraduates (FTE)	1,140 (1,008)	1,729 (1,588)
Graduates (FTE)	133 (62)	188 (97)
Total Students (FTE)	1,273 (1,070)	1,917 (1,685)
Total Credit Hours	16,060	25,237
CURRICULUM		
Undergraduate Majors Offered	25	36
Undergraduate Programs Offered	38	75
Graduate Programs Offered	4	11
Student Body in <u>New</u> Programs (%)	NA	35
Courses in Catalog	511	633
Courses Offered per year	446	687

	<u>Pasadena</u> 1972-73	<u>San Diego</u> 1983-84
FINANCIAL		
Operating Fund Revenue	\$3,224,313	\$11,384,320
Academic Budget	894,491	3,903,861
Indebtedness	1,994,893	8,248,758
Value of Campus, Total (Cost Basis)	7,160,469	14,934,124
Land	713,532	4,451,796
Buildings	4,892,949	7,403,092
Equipment	1,133,080	1,948,628
Library Books	420,908	1,130,609
Present Insurance Value:		
Buildings		25,608,000
Furniture & Fixtures		4,551,000
Equipment		1,390,000
Net Worth Foundation	\$2,309,857	\$9,680,064
Consecutive Years with Balanced Budget	9	9
STUDENT SERVICES		
Professional Staff	3	6
Residential Students	500	1211
Financial Aid to Students	\$257,788	\$3,340,576
Student Services Programs	16	25
LEARNING SERVICES (1984-85)		
Library Holdings, Volumes	127,000	181,111
Academic Computing (hardware and software)	\$4,000	\$498,000
Administrative Computing (hardware and software)	0	\$278,000

MISSION: The mission of the College remains clear and definitive. Vital ties with the sponsoring denomination remain both strong and comfortable. The institution has taken its place with the select group of Christian Colleges of exceptional quality with whom it invites comparison.

CHAPTER III
DEMOGRAPHIC INFORMATION

The following material is presented so that the reader may gain an understanding of the College, its mission and operation. The format is designed to facilitate both initial perusal and subsequent reference. These data and statements describe the institution in quantitative and abbreviated terms. Although they fall short of capturing the essence of the College, they do provide a framework for the body of the report which follows.

TABLE 4

IDENTIFICATION

NAME:	Point Loma Nazarene College Former Names: Point Loma College, an Institution of the Church of the Nazarene, Pasadena College Pasadena University Deets Pacific Bible College Pacific Bible College
YEAR OF FOUNDING:	1902
SPONSORSHIP:	Church of the Nazarene, Southwestern Region
LOCATION:	Point Loma Peninsula at the Southwestern tip of San Diego, California
ADDRESS:	3900 Lomaland Drive San Diego, CA 92106-2899 Phone: 619 222 6474
FICE CODE NUMBER:	001262

DEGREES
OFFERED: Bachelor of Arts
Bachelor of Science
Master of Arts
Educational Specialist

ACCREDITATION HISTORY

1943: Accredited by Northwest Association of
Secondary and Higher Schools
1949: Accredited by Western College Association
1952: Accreditation Reaffirmed
1957: Accreditation Reaffirmed
1960: Accreditation Reaffirmed
1964: Accreditation Reaffirmed
1968: Accreditation Reaffirmed
1972: Accreditation Reaffirmed
1973: Move from Pasadena to San Diego
1975: Accreditation Reaffirmed
1980: Interim visit
1985: Next scheduled visit by WASC

NURSING ACCREDITATION

1972: Nursing Program initiated
1975: National League of Nursing Accreditation
1981: National League of Nursing Accreditation
Reaffirmed
1990: Next scheduled visit by National League of
Nursing

BASIC DESCRIPTION

A four-year, coeducational, liberal-arts,
denominational college. Predominantly residential,
undergraduate, liberal arts. Graduate programs in
education and religion. Quarter calendar.

STUDENT BODY (October 13, 1984)

UNDERGRADUATE	MALE	FEMALE	TOTAL	FTE(/15)
Freshman	254	335	589	534
Sophomore	179	246	425	401
Junior	190	214	404	389
Senior	<u>113</u>	<u>165</u>	<u>278</u>	<u>251</u>
	736	960	1696	1575
Special	12	14	26	11
*SPICE	4	3	7	2
Graduate	<u>64</u>	<u>124</u>	<u>188</u>	<u>97</u>
	816	1101	1917	1685

* Senior Persons in College Education

HOME STATES

California	1571
Arizona	69
New Mexico	15
Hawaii	22
Other states	173
International	67
TOTAL	<u>1917</u>

RELIGIOUS PREFERENCE

	NUMBER	PERCENT
Protestant	1530	79
Nazarene	786	41
Other Evan.	744	38
Catholic	182	10
Jewish	3	1
Other	99	5
Decline to state	103	5

RESIDENTIAL INFORMATION

	On Campus	Off Campus	Total
Undergraduate	1211	485	1729
Graduate	1	187	188

FINANCIAL AID (1983-84)

Number Receiving	1173
Total Amount	\$3,340,576
Average Per Student	\$2,484

Number Receiving GSL*	688
Total Amount	\$1,690,480

*This includes some who also receive other forms of aid.

DEGREES CONFERRED (1983-84)

Bachelor of Arts	215
Bachelor of Science	28
Master of Arts	46
Educational Specialist	18
	307

FACULTY

	Number	Doctorate		Units Taught	
		No.	%	No.	%
Full-Time	97	54	56	2,893	83.4
Part-Time	72	19	26	619	17.6

Number of Institutions Represented by:

First Degree	62
Advanced Degrees	70

1984-85 Mean Salary \$25,681
(Arithmetic mean of nine-month equivalent)

STAFF

Full-Time	139
Part-Time	<u>7</u>
Total	146

STRUCTURE OF ADMINISTRATION

President
 Three Vice-Presidents
 Seven members on Administrative Cabinet
 Seventeen Academic Departments

CURRICULUM

MAJORS	Undergraduate	36
	Graduate	3
PROGRAMS	Undergraduate	75
	Graduate	11
COURSES	In Catalog	633
	Offered per year	687

FINANCIAL (1983-84)

Total Income	\$11,370,446
Total Expenses	\$11,357,824

Educational and General:

Revenue	\$ 8,185,305
Expense	\$ 8,249,928

Consecutive years with Balanced Operating Budget	9
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FOUNDATION

Assets	\$10,455,342
Liabilities	\$ 775,276
Net Worth	\$ 9,680,066

MARKET VALUE OF CAMPUS

Land	\$ 4,385,652	Book Value
Buildings and Equipment	\$31,549,000	Insurance Value
Net Worth	\$25,524,388	Campus only

LEARNING SERVICES**LIBRARY**

Professional Staff	6.0
Other Staff	8.5
Volumes	181,111
Circulation	57,873

INSTRUCTIONAL MEDIA CENTER

Professional Staff	1.7
Other Staff	1.0
Hardware Items	118
Software Items	3073

COMPUTER CENTER

	Professional Staff	2.75
	Other Staff	2
Hardware		
	Mini Computers	5
	Micro Computers	27
	Total Terminals	133
Software		
	Programs in Mini	480
	Programs in Micro	250

CHAPTER IV

RESPONSE TO RECOMMENDATIONS
FROM THE MOST RECENT EVALUATION

The last full visit by WASC was in 1975. The interim visit was in 1980. Recommendations from the 1975 report were addressed in the 1980 report to WASC and acknowledged in the 1980 evaluation received back from the visiting team. The following sections detail the recommendations, the institutional response, the 1980 visiting team's reactions, and the 1984 institutional responses.

The following brief excerpt from the visiting team's report encapsules their evaluation of the institutional response to the 1975 Recommendations:

A majority of the weaknesses emphasized by the previous team have been adequately corrected. Their recommendations dealing with capital expansion projects, however, have not been corrected largely due to other building priorities and heavy renovation and maintenance expenditures required by the move to the Point Loma campus. The report adequately covered major and important changes since the last visit but did not identify any new problems or issues. Neither did the team observe any major problems other than the usual day-to-day problems connected with the operation of any institution of higher education.

1975 TEAM RECOMMENDATIONS

1975 Recommendation: FACULTY SALARIES

Increase both level and range of faculty salaries
and improve faculty benefits where possible

1980 INSTITUTIONAL RESPONSE:

1. Adoption of Four-Year Plan for salaries
2. Improvement in BOTH level and range
3. Benefits increased

1980 TEAM REACTION:

"The areas in which the College has shown
its most significant improvements are
faculty salaries and personnel policies
relating to promotions."

1984 INSTITUTIONAL RESPONSE:

1. Salary Commission Report adopted
2. Salary Schedule published
3. Range increased from ratio of:
1.00 to 1.85 in 1973-74 to
1.00 to 2.225 in 1984-85
4. Mean Salary increased from
\$10,658 in 1973-74 to
\$25,681 in 1984-85

1975 Recommendation: PROMOTION PROCEDURES

Evaluate faculty promotion procedures for uniform and consistent following of stated procedures

1980 INSTITUTIONAL RESPONSE:

1. Faculty Evaluation policy and procedures adopted and an efficient Faculty Profile developed in Dean's Office
2. Promotion procedures and standardized forms developed and implemented
3. Departmentalization places responsible person closer to the faculty, thus reducing probability of oversight or error

1980 TEAM REACTION:

College commended for its response to 1975 recommendations

1984 INSTITUTIONAL RESPONSE:

1. Promotion procedures not perceived by Task Forces as an issue. Evaluation package is now fully operative.
2. Calendar for Academic Administration adopted and instituted

1975 Recommendation: REMODELING OF CABRILLO HALL
--

Remodel second floor of Cabrillo Hall, bring all music faculty under one roof. Provide additional practice and rehearsal space and build new recital hall.

1980 INSTITUTIONAL RESPONSE:

Recommendation unmet; some physical progress made. Plans under way for auditorium/chapel.

1980 TEAM REACTION:

Reinforced recommendation

1984 INSTITUTIONAL RESPONSE:

1. New chapel/auditorium under construction. Completion date September 1985.
2. Major private gift received for new music building
3. Initial architectural rendering completed
4. Detailed planning now in initial phase
5. Included in physical resources recommendations

1975 Recommendation: BUSINESS EDUCATION

Study Business Education curriculum with possible realignment

1980 INSTITUTIONAL RESPONSE:

1. Business Education moved to Department of Business Administration and Economics
2. Extensive curricular revisions in place

1980 TEAM REACTION:

1. Location with major more appropriately assigned
2. Strengthening of faculty in the Department of Business Administration and Economics suggested

1984 INSTITUTIONAL RESPONSE:

1. Status of Business Education program in question because of declining enrollment in the program
2. Departmental faculty increased in both quality and quantity

1975 Recommendation: CHILD DEVELOPMENT
--

Study organization of Child Development program, make a single faculty member responsible

1980 INSTITUTIONAL RESPONSE:

1. Emphasized the fact that Child Development is an interdepartmental major
2. Realigned through departmentalization process
3. Curriculum revised

1980 TEAM REACTION:

1. Child Development major is operating effectively
2. Positive impact of curricular changes cited without further recommendation

1984 INSTITUTIONAL RESPONSE:

Interdepartmental majors more carefully defined in Catalog

1975 Recommendation: PASADENA PROGRAM

Consider problems of a second campus operation and take steps to assure quality in the graduate programs offered

1980 INSTITUTIONAL RESPONSE:

1. Appointed full-time Director of Pasadena Campus
2. Added half-time assistant director of Pasadena Campus
3. Regularized weekly personal contact with San Diego Campus
4. Additional care in faculty selection initiated

1980 TEAM REACTION:

1. Program appears to meet a definite need in the Pasadena area
2. Program seems to be operating on a sound basis
3. No further recommendation

1984 INSTITUTIONAL RESPONSE:

1. Program and faculty stabilized
2. Quality equal to main campus
3. Periodic faculty meetings now held
4. President and Dean meet with all personnel annually
5. Phase-out of program recommended with qualifications

1975 Recommendation: LIBRARY ADDITION

Add wing to library, put all resources together

1980 INSTITUTIONAL RESPONSE:

No real progress; some planning under way

1980 TEAM RESPONSE:

1. Seek additional funds for building
2. Service (to faculty and students) appears satisfactory

1984 INSTITUTIONAL RESPONSE:

1. Building addition now on Master Plan
2. Recommendation to bring all Learning Services under one structure, one administrative structure and one roof
3. Office of Institutional Advancement now charged with responsibility to locate funding sources

1975 Recommendation: LIBRARY STAFF

Bring full-time staff up to previous level of five

1980 INSTITUTIONAL RESPONSE:

Permanent full-time staff up to six in library and one in Instructional Media Center

1980 TEAM REACTION:

Staff level maintained

1984 INSTITUTIONAL RESPONSE:

No further recommendations

1975 Recommendation: SOCIAL SCIENCE BUILDING
--

Remodeling space for Social Sciences

1980 INSTITUTIONAL RESPONSE:

1. Area totally remodeling and refurbished
2. Two major classrooms added
3. New faculty offices created
4. Central Office developed
5. Office/workroom for student assistants developed

1980 TEAM RESPONSE:

No mention

1984 INSTITUTIONAL RESPONSE:

No response deemed necessary
1975 recommendation fully met

1980 TEAM RECOMMENDATIONS

1980 Team Recommendation: GRADUATE PROGRAMS

Carefully study viability and cost effectiveness
of Graduate Programs on both campuses

1984 RESPONSE:

1. Viability in terms of quality of instruction judged to be adequate
2. Cost effectiveness of Pasadena Campus operation adequate - operates within income
3. Cost effectiveness of PLNC Education program superior
4. Cost effectiveness of PLNC Religion program inadequate
5. Continued need for Graduate Religion programs stressed

1980 Recommendation: STUDENT ADMISSIONS

Involve Student Services personnel in administration
of Student Admissions

1984 INSTITUTIONAL RESPONSE:

1. Lack of Student Services personnel involvement not seen as a problem by Task Force
2. Need for better integration of Admissions and Registrar function recognized
3. "Life Advising"--a computerized Admissions to Alumni program initiated and operational
4. Admissions criteria and policies clarified and published

1980 Recommendation: STUDENT FINANCIAL AID

Involve Student Services personnel in administration
of Financial Aid

1984 INSTITUTIONAL RESPONSE:

Restructure Financial Aid operation as part of
Student Services

1980 Recommendation: BUSINESS DEPARTMENT
--

Increase recruiting efforts for well qualified business faculty

1984 INSTITUTIONAL RESPONSE:

1. Full-time faculty increased to five
2. Part-time faculty increased to eight, all of whom are practitioners in field
3. Four of five full-time faculty hold doctorates
4. One joint appointment between Business and Computer Science

1980 Recommendation: TENURE

Develop up-to-date and well publicized statement on tenure

1984 INSTITUTIONAL RESPONSE:

1. Tenure Commission (Board, Administration, and Faculty) appointed to do a complete study and revision
2. Report adopted by Board fall 1981
3. New policy now operative and in Faculty Handbook
4. Tenure "unfrozen"

1980 Recommendation: CABRILLO HALL

Raise money to renovate

1984 INSTITUTIONAL RESPONSE:

1. As a preferable alternative to renovating an eighty (80) year old structure, the College sought and obtained a major bequest to build a new Music Building to house all of the Music Department functions
2. Exact size of bequest undetermined at present time
3. Full knowledge of size of bequest expected within a year (pending probate of an estate)
4. Construction projected within five years

1980 Recommendation: LIBRARY

Seek funding for additional wing to library

1984 INSTITUTIONAL RESPONSE:

1. Funding sought, but not found
2. Potential donor identified, but little more
3. Self-Study Report calls for major addition bringing all Learning Services together philosophically, administratively and physically

1980 Recommendation: SALARY SCHEDULE

Consider publishing a salary schedule

1984 INSTITUTIONAL RESPONSE:

1. Salary schedule adopted
2. Salary schedule published in Faculty Handbook
3. Salary schedule followed carefully

SUMMARY STATEMENT

The College has acted in good faith in regard to the recommendations and suggestions of both the 1975 and the 1980 evaluation teams. Each recommendation has been carefully considered and addressed, and most recommendations have been enacted. In instances where the recommendations involved large sums of capital, the institutional response has been positive, but not always successful. Notable lack of response has to do with the location of funding for a major library addition. Construction of this facility is called for in this report.

CHAPTER V

INTRODUCTION TO THE BODY OF THE REPORT

The Body of the Report, which follows, distills material found in the eight Task Force Reports, College publications, internal reports, and other collected documents. Copies of these supporting documents are available in the Accreditation Team Conference Room. The Task Force Reports are also filed with the Self-Study Report in the College Archives. The approach has not been to copy from the reports, but rather to treat the entire material at a higher level of synthesis and analysis with less attention to lower-level specifics. The reader will find that a study of the supporting documents may enhance an understanding of the topic under consideration, but that the Self-Study Report stands alone and may be read independent of the secondary documents.

Each of the nine standards specified by the Western Association of Schools and Colleges (WASC) is treated separately. Under each standard, the numbered and lettered sub-heads from the Handbook of Accreditation are addressed individually. Under each sub-head three sections appear: 1) A. Description, 2) B. Self-Appraisal, and 3) C. Focus on the Future. The "Plan of Action" called for in the Handbook of Accreditation is incorporated in each Section C.

A system of referencing supporting documents is used in the report. These coded indicators refer to the location of materials or documents which support a statement or provide more detail. Normally, the key identifies both the source and a page number. If an entire document is being cited, the page number is omitted. The following table explains the coding system used.

TABLE 5
KEY TO REFERENCE CODES

SOURCE	SOURCE CODE	ITEM CODE	PAGE	EXAMPLE
Task Force Report	TF	I	1	TFI:1
Standards Documentation (Appendix A)	S	I	1	SI.1

It should be noted that the Chapter XV of this self-study report, "Focus on the Future," contains material which relates in many complex ways to the individual standards. The Self-Study Steering Committee (SSSC) early in the process began to recognize "over-riding issues" which seemed to be related to multiple standards and individual recommendations. This attitudinal approach to institutional long-range planning can best be understood when correlated with the background data of the responses to the nine standards that follow.

CHAPTER VI

STANDARD ONE: INSTITUTIONAL INTEGRITY

Point Loma Nazarene College has identified itself as a liberal-arts, residential, Christian college under the sponsorship of a specific denomination, the Church of the Nazarene. From its inception it has been committed to traditional Judeo-Christian principles. The College places TFI:7 itself within the Wesleyan tradition of Protestantism thus further defining these constructs. Policies and practices have been governed by these cherished beliefs throughout the eighty-two years of the College's existence. Integrity, ethical principles and practices, truth, honesty in published and spoken representations and an atmosphere of openness and candor are integral to the nature of the College.

Integrity is defined first in terms of intentions, the quality of personal relations and the willingness to TFI:7 serve each other. Moral and ethical implications then follow as a necessary aspect of corporate life.

Consistent with its theological position the institution, through its governing board and its delegated authorities, commits itself to educational excellence and the highest levels of ethical practice. In a very real sense, this represents a theological ideal for the institution as well as a measure for the behavioral realization of these concepts.

Coupled with this theological conviction is a philosophical affirmation, which is most clearly stated in the basic philosophy that introduces the salary policy in SI.4:68 the Faculty Handbook: "Persons are more important than things." The fulfillment of institutional mission through human personality transcends the functional distinctions between trustees, faculty, administrators, staff and students.

STANDARD 1.A. ETHICAL PRINCIPLES AND PRACTICES

A. DESCRIPTION

SI.3.3 The College professes to adhere to the highest possible ethical standards. It has carefully viewed its entire operation in terms of these values. It is what it claims to be: a Christian liberal-arts college with several professionally-oriented programs. It is governed by a self-perpetuating Board of Trustees which is nominated by the primary constituency. Other than the President, no full-time College employee is a member of the Board.

The mission of the College is clearly stated, widely SI.1:6
disseminated and generally understood. Concern for the TFI:10
basic thrust of the institutional purpose affects
curricular and programmatic decisions in observable and
specific ways. The programs of the College are operated by
the faculty and administration under the authority of the
Board without involvement of other outside agencies or
organizations. The faculty maintains appropriate control SI.4
over the curriculum, academic regulations and instruction.

In its relationship with faculty and staff the
College has demonstrated commitment to honesty and
integrity. Faculty members are employed under the terms of
a written contract. A Faculty Handbook is in the hands of SI.4
every faculty member. A major revision took place in 1981
with annual updates since. Staff also have a Handbook
which governs working conditions and arrangements in their
area.

The tenure policy is newly revised and operational. SI.4:99
As a part of the study of the Tenure Commission in 1977-79
a revised statement of academic freedom was presented and
adopted. This statement conforms in every respect to the
previous institutional statement (1958) and to the AAUP
statement (1940) while incorporating neither by specific
reference.

Equal care is given to the area of institution-student relationships. The College is fully compliant with federal law in regard to student record confidentiality, SI.1 discrimination and related issues. Students are fully informed of College policies through the Catalog, the TFVI:17 Mascot, admissions materials, and the new-student orientation programs held each summer.

The religious values of the school do impose certain restrictions on both faculty and students. These are clearly stated in each instance before hiring and before matriculation. In the case of faculty, complete statements are included in the annual contract and in the Faculty Handbook. In the case of students, these are communicated through various means, including the College publications, admissions materials, the new-student orientation programs held each summer, and chapel.

It is a common perception that the nature of the institution is so well-known that a self-selection process becomes operable for both prospective faculty and students, thereby reducing the potential of future friction or misunderstanding. Incidents with students do occur, but the Student Development personnel believe the relative frequency to be very low.

The Small College Goal Inventory (SCGI) was utilized in a survey of all segments of the College and its constituency by Task Force One during the 1983-84 school year. A total of 488 surveys were mailed and 250 received in return. TFI
EX I-2

B. SELF-APPRAISAL

Both Task Force One and the Self-Study Steering Committee (SSSC) believe that the institution meets and exceeds normal expectations in this area. In fact, it is claimed that the school's pervasive religious commitment combined with high quality personnel has facilitated the achievement of high levels of ethical principles and practices.

Public materials clearly document that we meet or exceed WASC requirements. Internally, efforts have been made to communicate institutional expectations more frequently and adequately.

Grievance procedures for students are in place. A SVII.1 grievance procedure for faculty was adopted at the fall SI.4:80 1984 Board meeting.

C. FOCUS ON THE FUTURE

Institutional commitment to the highest levels of integrity must remain constant. Both the nature of the educational process and the institutional purpose demand it. Steps should be taken by all concerned to keep the ethical matters in clear focus.

In regard to the Board of Trustees, a conflict of interest policy should be developed and adopted. The Board self-study now in process calls for such a policy. The adoption and publication of a conflict of interest policy is seen as a deterrent to potential future problems. The fact that no problems have existed to this point in the institution's history should not negate the decision to adopt a clearly stated and specific policy.

In regard to faculty and staff, continued care should be exercised in the area of faculty-administration relationships. The improvement in campus morale during the past two years provides demonstrable evidence that improvement is possible within a more restrictive time-frame than some might have predicted. Confidence in the new president is a key factor in this improvement. There must be continued diligence in this area, possibly including specific, focused programs to improve the quality of personal interactions on the campus.

Placing people in a paramount position in the hierarchy of institutional values requires that the administration take extreme care in its dealing with personnel matters. The SCGI results indicate a marked concern for "campus community." This concern should be addressed by positive actions from both faculty and administration.

In regard to staff, there is need for those individuals who occupy professional positions but who do not have faculty rank to have more clearly defined status and policies. The campus term most often used to describe this group is "other professionals." The number of individuals within this category has increased rapidly in recent years. Policies should be developed, adopted and printed in a policy handbook.

In regard to students, the SSSC calls for a continuing commitment on the part of the school to full communication of behavioral expectations. As the number of students from other-than-Nazarene homes increases, it becomes more necessary not to assume that students will arrive with value systems paralleling those of the school. Particularly, regulations which go beyond the mores of the general population should be reviewed, reaffirmed, and communicated in a positive and sensitive manner.

A full scale review and assessment of grade inflation plus its potential implications for integrity is called for by the SSSC. Corrections in regard to Catalog statements about class registration dates must be made.

STANDARD 1.B. COMMITMENT TO ACADEMIC FREEDOM

A. DESCRIPTION

SI.4:57 The College's commitment to academic freedom is strong. An academic freedom statement was first adopted by the Board in 1958 and has been in force continuously since that time. The 1979 Tenure Commission report included a slightly revised statement which now appears in the Faculty Handbook.

SI.8 The current statement places emphasis upon personal responsibility. It specifically addresses the need for faculty members to accept the responsibility to support the articles of faith and ethical standards of personal behavior of the Church of the Nazarene as stated in the Articles of Incorporation of the College, the Manual of the Church of the Nazarene, and the Faculty Handbook.

TFIII Within the parameters of the statement on academic freedom, faculty are free to adopt textbooks, develop courses and express professional opinions without institutional interference. The publication record and extensive off-campus professional activities of the faculty attest to this freedom of expression.

Students are free to question and learn. "Indoctrination" is not perceived to be a campus problem.

B. SELF-APPRAISAL

Given the presence of a strong religious commitment, the institution is remarkably free of hindrances to academic freedom. Incidents which might give credence to any other interpretation are difficult to identify. With no difficulty graduates are being placed in the finest graduate and professional schools in the country. Courses in philosophy and religion--where one might suspect the presence of denominational bias--are freely transferred to other collegiate institutions.

C. FOCUS ON THE FUTURE

The statement on academic freedom should be kept before the campus community in an appropriate manner. Particularly, new faculty should understand fully its implications.

Safeguards against external interference in the academic process must be maintained. The College has been remarkably free from such pressures in the past. A responsible and responsive attitude toward the statement and its implementation on the part of the entire campus community is the best protection against reactive measures by others.

Freedom to pursue truth without institutional interference must continue to be an institutional value. This value must be communicated clearly and regularly. Each student generation deserves to hear this commitment reaffirmed. Procedures should be developed to ensure that the message is passed from one generation to another in a positive and public manner.

STANDARD 1.C. TRUTH IN INSTITUTIONAL PUBLICATIONS AND REPRESENTATIONS

A. DESCRIPTION

College publications are accurate, descriptive and current. The annual Catalog contains full financial and academic information. No claims are made regarding employment or placement of students. Internal procedures require deletion from the Catalog of courses that have not been offered during the past three years. Courses offered on alternate years are clearly identified. Prerequisites are printed in bold type in the Catalog. Degree requirements, major requirements, and academic regulations are specific and clearly stated. Statements of compliance with federal regulations are prominently printed together with addresses of offices where inquiries should be made. Refund policies are specific and clearly stated.

Admissions personnel are careful in their statements to prospective students and parents. New admissions personnel undergo thorough orientation before meeting with prospective students.

B. SELF-APPRAISAL

Thorough analysis by Task Forces One and Six did not reveal any particular problems in the area of institutional integrity. The development of more rationalized procedures in recent years has tended to establish self-correcting procedures, thus reducing or eliminating potential problems.

Task Force Six observed a lack of clarity in Catalog statements about certain graduate admissions and procedures. Corrective steps have been taken.

The development of the Summer Orientation Program for new students and parents in 1977 has been a very positive factor in developing full understanding about the College, its policies, programs and requirements.

The College has consciously attempted to implement recommendations contained in FAIR PRACTICES IN HIGHER EDUCATION (Jossey-Bass Publishers, 1979).

C. FOCUS ON THE FUTURE

While there are no problems in this area at the present time, continued diligence is necessary to maintain the basic requirements of accuracy and currency.

STANDARD 1.D. RELATIONSHIP WITH THE COMMISSION

A. DESCRIPTION

The College has maintained an honest and open relationship with the commission. Annual reports have been filed conscientiously. Previous self-study documents were carefully and honestly prepared. The Accreditation Liaison Officer has regularly attended the association's meetings.

B. SELF-APPRAISAL

The institution is fully supportive of the process of voluntary accreditation and diligently seeks to maintain an open and candid relationship with the regional accrediting agency.

C. FOCUS ON THE FUTURE

As the College focuses on the future and potential changes in its operations, care must be taken to fully inform the commission prior to taking actions. Particularly, any change in the status of the Pasadena Campus should be preceded by reports to the commission.

CHAPTER VII

STANDARD TWO: PURPOSES

STANDARD 2.A. CLEARLY STATED PURPOSES

STANDARD 2.B. DISTINCTIVE PURPOSES

This report does not separate these two intertwined standards. Rather, a more broadly developed philosophical approach covering the essential intentions of both standards is used.

A. DESCRIPTION

The College has had a remarkably stable institutional purpose which is believed to define a distinctive character. The report for the 1967 accreditation visit mentioned the "special or uncommon objective" found in this institution: "The conviction that the Christian faith, intelligently understood and interpreted, may be fused without contradiction or unnatural tension into a genuinely collegiate education of the liberal arts type." Other Christian colleges affirm similar objectives.

This philosophy of education stems from the vision of Phineas F. Bresee, founder of both the College and the Church of the Nazarene. Dr. H. Orton Wiley, three times President of the College, acceding to Bresee's request to "stay by the college," continued Bresee's vision. The substance of this vision precludes parochial interests by stressing a "healthy denominationalism" within which a person can experience transformation of self, intellect and values. A commitment to the truth from any source makes for freedom of inquiry. An appreciation of the reality of God's prevenient grace finds potential in every human life. From this perspective Bresee affirmed

In essentials unity,
In non-essentials liberty,
In all things charity.

This stance separates the College from Bible schools, professional schools and secular colleges and universities. This position allows additional distinctives to appear: academic excellence under the guidance of well-qualified faculty, an interdenominational student body in a denominational setting which professes full appreciation for the religious preferences of each student, and personal interest in the individual which goes beyond mere professional attention.

The present statement of institutional purpose is SI.1:6 found on page 6 of the current Catalog. In its present form it is the result of an evolutionary and developmental process involving both the school and its defined constituency. It is important to note that the essential content has changed very little in recent years.

Point Loma Nazarene College is maintained to provide higher education in the liberal arts, and preparation for service and leadership in selected professions, for qualified students who desire such an education in an environment of vital Christianity in the evangelical and Wesleyan tradition.

This statement of institutional purpose is followed in the Catalog by a section entitled "General Objectives" which further delineates the mission statement.

B. SELF-APPRAISAL

The College's response to this standard and to its own desire to focus institutional direction is quite clear and widely known. Research by Task Force One indicates that it is generally understood by the various constituencies. No substantial reason was found for recommending any major change in terms of institutional identity as a liberal-arts college. If anything, the evidence suggests a reaffirmation of that purpose.

It is believed that the wording of the institutional mission statement itself can be improved without changing its essential meaning. It is further believed that the form of the general objectives section can be made more consistent and more direct.

Two related issues consumed a great deal of time and energy on the part of those in the self-study process. One has to do with the nature and organization of the school in terms of the College's designation as a college as opposed to a university. The other relates to the trend within the school to increase the proportion of courses in the applied and professional areas, thus reducing the proportion of courses in the traditional liberal-arts areas.

COLLEGE OR UNIVERSITY? The college versus university question has been a part of discussions by faculty, trustee and administration for at least the past decade. Recent changes to the university nomenclature by similar colleges in Southern California has tended to cause an intensification of interest in the topic both on and off campus. There appear to be both an external source of pressure to change and an internal metamorphosis which would also support the argument to change. Nevertheless, there is reluctance within the institution to take a step which might appear to be an attempt to claim to be that which it is not. There is also apprehension that the change might bring with it the potential of significant

deviation from the articles of incorporation. This report does not resolve the issue, but leaves it in the area of presidential prerogative to raise the issue for further study or clarification. Of some historic interest--and perhaps prophetic import--is the fact that the College at one time did call itself a university. This step was taken in 1906, four years after the College's founding in 1902.

LIBERAL ARTS vs. APPLIED: A both/and commitment TFI:21
 remains with respect to the liberal-arts and professional TFI:15
 studies--an approach believed to best prepare women and men TFI:22
 for leadership in the complex structure of modern society. The upward trend in the number of applied courses must be addressed. Task Force One's analysis of present offerings indicates that courses within the traditional liberal-arts dropped from sixty-three (63) percent a decade ago to fifty-eight (58) percent at the present time. It is somewhat debatable if an institution should continue to claim to be a liberal-arts college if a majority of its classes are in applied fields. By intention the College is meant to be

a liberal arts College
 an instructional institution
 a residential College
 a transformational institution
 a denominational College
 a non-sectarian institution
 a primarily undergraduate institution
 with graduate programs.

TFI:23

All of these aspects are found in recent catalogs, campus literature and practice.

Vocationalism is not a recent addition to college vocabulary. The earliest institutions of higher learning in the United States were dedicated to the preparation of individuals for specific vocations: law, medicine, and religion. Within the past few decades, however, interest has surged again and the tension between liberal-arts and professional interests has become a national discussion.

The results of the SCGI used by Task Force One confirm strong support for the statement "to assist students to prepare for a specific occupation or professional career" by every sub-group except the faculty.

TFI
EXI-2

C. FOCUS ON THE FUTURE

The material contained in the preceding discussion is felt to be critical to the institution's preparation for the immediate future. Therefore, specific recommendations are indicated:

1. The President of the College shall, at his discretion, keep the university issue open for more in-depth analysis.
2. The related issue of liberal-arts versus vocational and professional programs must have continuing dialog within and among campus entities and supporting constituencies.

3. A definitive and complete history of the College should be written. It is imperative that this be done within the lifetime of individuals who have had personal contact with important early leaders of the College.
4. The catalog changes relating to mission and objectives should be made in the 1985-86 Catalog.

The following material has been adopted for the 1985-86 Catalog in place of the present copy:

HISTORICAL STATEMENT

In 1895 Dr. Phineas F. Bresee, a minister of the Methodist Episcopal Church, and Dr. J. P. Widney, a Methodist layman and former President of the University of Southern California, founded the Church of the Nazarene in Los Angeles. Their primary purpose was to bring the Good News of the Gospel to the poor and underprivileged. Within a decade Dr. Bresee founded Pacific Bible College (1902) at the urging of several lay persons. The institution was to train ministerial and lay leadership for the new denomination. Pacific Bible College is the predecessor of Point Loma Nazarene College.

Through the generosity of Mr. and Mrs. Jackson Deets, the College was able to purchase the famed Hugus Ranch in northeast Pasadena. With the move to the Pasadena campus in 1910, the scope of the curriculum was enlarged to include a typical program in the liberal arts. The school grew as Pasadena College, receiving initial accreditation from The Northwest Association of Secondary and Higher Schools in 1943 and the Western Association of Schools and Colleges in 1949. In 1973, the College was relocated on the historic Point Loma peninsula in San Diego where it thrived for ten years as Point Loma College: An Institution of the Church of the Nazarene. In 1983 the name was changed to Point Loma Nazarene College.

CHURCH RELATIONSHIP

Point Loma Nazarene College is the official college of the Southwest Educational Region of the Church of the Nazarene. A Board of Trustees, composed of an equal number of ministers and lay persons, oversees the affairs of the College. Board members are nominated from eight districts in the Region and elected by the Board to serve on the self-perpetuating body.

The Church of the Nazarene is an international Protestant denomination in the holiness tradition. The Church is firmly Wesleyan in doctrine and evangelical in mission. Its polity is representative. Emphasis is given to the conversion of sinners, the entire sanctification of believers and the spreading of the Gospel to every person. The Church is a member of the Christian Holiness Association and the National Association of Evangelicals.

INSTITUTIONAL MISSION

Point Loma Nazarene College provides higher education in the liberal arts and preparation for service and leadership in selected professions for students who desire such an education in an environment of vital Christianity in the evangelical and Wesleyan tradition.

STUDENTS AS PERSONS

The College welcomes qualified students of any religious affiliation, or none, who desire an education in an environment of dynamic Christian witness. Students are expected to develop and exercise self-discipline and sound judgment in ordering their conduct both within and outside the campus community. The College's commitment to learning and Christian values is foundational to its entire program.

The role of Point Loma Nazarene College in higher education is fulfilled by helping students realize their mental, physical, social, moral and spiritual ideals. It is believed that a personal commitment to Jesus Christ is the basis for achieving self-worth and understanding, the motivation for building a just social order, and the means for relating to God through worship and service.

GENERAL EDUCATIONAL OBJECTIVES

The following goals are within the scope of institutional mission. Each student is expected to attain, in substantial measure, those goals which are relevant as a liberally educated person, including:

1. A knowledge and appreciation of cultural, intellectual, social, scientific, and spiritual developments, through general studies in the natural sciences, the humanities, the social sciences, the fine arts, and religion.
2. The knowledge and skills required to live intelligently and effectively in the modern world, including:
 - a. A comprehension of physical and mental health, recreational skills, the successive stages of life, and the challenge of aging.
 - b. The development of interpersonal skills for successful marriage, family life, interracial accord, and intercultural relations.
 - c. An understanding of the art and science of communication, with the development of acceptable skills in the reading, writing, and speaking of the English language.
 - d. A knowledge of the role and significance of social, political, and economic factors on human life.
 - e. An awareness of the impact of science and technology on the welfare of the individual, the natural environment, and the survival of the human race.
 - f. An exposure to international issues and the comparative values of established and emerging nations.
 - g. A grounding in philosophy and religion for the appraisal of values and Christian ethical decisions.
 - h. A beginning in the creative synthesis of Christian faith, learning and life.
 - i. An acquaintance with the distinctive emphases of the Wesleyan-Arminian theological tradition.
3. A reasonable mastery of the knowledge, skills, and values of one or more of the major branches of learning.

PERSONAL ACADEMIC ATTITUDES

Under the guidance of a community of teachers who are both creative scholars and committed Christians, the student will develop:

1. A love for truth that includes open-mindedness, objectivity, persistence and courage.
2. A thirst for knowledge, especially the willingness to assume a major share of responsibility for a life-long adventure of learning.
3. The capacity to arrive at sound judgments and discriminating personal convictions; and, without being dogmatic or coercive, communicate those judgments and convictions with winsomeness and grace.

PROFESSIONAL PREPARATION

While stressing the centrality of the liberal arts, the curriculum of the College is designed to meet a number of professional objectives:

1. Careful attention is given to substantial preprofessional preparation in medicine, dentistry, engineering, and the Christian ministry.
2. Appropriate professional preparation is available for those wishing to serve as nurses or to teach in public or private education.
3. Necessary preparation for graduate study is provided for those students desiring advanced degrees beyond the undergraduate program.
4. Additional professional or vocational preparation is offered in such areas as Computer Science, Business Administration, Sociology, Psychology, Home Economics, Art and Music.

SUMMARY STATEMENT

The attempt in this Standard has been to outline a perspective, a dream, an ideal for the College. The fundamental intention of Point Loma Nazarene College is to provide a quality educational experience within a dynamic environment of Christian thought and life. For the most part, the SSSC believes this is being accomplished.

But to rest simply on the past is to fall short in the present. For that reason, and others, this proposal defines institutional objectives in terms of current conditions with an eye to the future. The world today is not the world of 1902, when this institution began, or of 1943, when accreditation was first achieved. Neither is it the world of 1973, with the institution's move to San Diego, nor George Orwell's 1984. This is a unique time, which calls for responsible decisions along with dreams. Dreams reflect their own place and time, for they embody the hopes and ideals of the living for those who follow in their historical train.

Thus, this report is really about the future. While it may provide data, issues, and analysis for study, the real focus is on a vision. Visions are difficult to capture on paper. The imagination finds difficulty in

framing itself in words, categories, and concepts. The study has focused on the future in an attempt to "capture" a vision: of educational excellence, of transforming personal relationships, of institutional forthtelling, as well as institutional foretelling. In its own deliberations, the members of the Self-Study Steering Committee have experienced something of that elusive vision.

CHAPTER VIII

STANDARD THREE: GOVERNANCE AND ADMINISTRATION

STANDARD 3.A. THE GOVERNING BOARD

A. DESCRIPTION

The Board of Trustees of Point Loma Nazarene College is the governing board of the institution. There SIII.3
are 47 members of the Board, 31 elected and 16 ex officio.
The elected members are nominated by their respective
district assemblies from the eight geographical districts
of the Southwest Educational Region of the Church of the
Nazarene. Nominations from the district assemblies are SI.8
then submitted to the Board for election. The ex officio
members are the President of the College, the eight
District Superintendents of the educational region, an
alumni representative and the seven members of the
Foundation Board. The By-laws provide that approximately
one-half of the Board members shall be laymen and one-half
ministers (elders). Members are elected to three-year
terms, which are staggered to assure continuity.

The Board meets semi-annually, once in the spring and once in the fall to hear reports from chief administrative officers and to consider recommendations which are before it. Typically these meetings last two full days with preliminary meetings by sub-groups. Officers and committee chairs are elected at the fall meeting. The officers are Chairman, Vice Chairman, Secretary, and Treasurer. Standing committees are as follows:

TABLE 6

SIII.3

BOARD OF TRUSTEES STANDING COMMITTEES

1. Buildings, Grounds, and Campus Development
2. Constituent Relations
3. Faculty and Educational Policy
4. Finance
5. Review and Student Life

The Board officers, the committee chairs, and the President of the College serve as the Trustee Council (executive committee), which is charged with the responsibility of considering necessary matters between Board meetings.

ROLE: The role and function of the Board of Trustees includes most of the traditional elements of similar boards including: selection of the President, approving the purposes of the institution, approving goals, establishing policies and priorities, approving budgets, monitoring educational quality, and assuring adequacy of fiscal resources and financial controls. The Board also maintains a constant awareness of its responsibility to the sponsoring denomination to keep always in focus the basic mission of the College as stated in the Articles of Incorporation:

The college is and shall be known as an SIII.3
 "educational arm" of the Church of the Nazarene,
 purposing that the ideals of the
 evangelical-holiness tradition are compatible to
 sound educational policy and a strong program of
 general [liberal arts] education; developing
 Christian youth of intellectual ability with
 Christian character and graces to take their place
 in contemporary society.

It was in the context of this statement, and with a growing concern for the reaffirmation of close relationships between College and church, that the Board recently modified the College name by inserting the word "Nazarene" in a more prominent manner. The intention of the Board was not to signal change in the Institutional

Purpose and General Objectives as stated in the College Catalog, but rather to reaffirm its commitment to that purpose and to give greater visibility of the denominational relationship to all communities associated with the College.

FOUNDATION BOARD: A subsidiary board, the Pasadena
 SIII.3 College Foundation Board, was created in 1966 for the specific purpose of developing financial resources for the College through the procurement and investment of funds. It has nine members, seven elected by the Board of Trustees, plus the Chairman of the Board and the President of the College.

BOARD BY-LAWS: The Board of Trustees operates
 SIII.3 under a single-level document, the By-laws. In March, 1984, the Board authorized a comprehensive study of its By-Laws which is now in process. This action developed from a "By-Laws Commission" report which cited the need for further in-depth study and action.

BUDGET APPROVAL: The Board approves the annual budget in a two-stage process beginning in the fall with the setting of budget parameters and concluding in the spring with the final adoption of the budget for the next fiscal year which begins July 1. Should conditions warrant, further revisions of the operating budget may occur in the fall meeting.

All new programs are considered and adopted by the Board. All new faculty, promotions and elections to tenure are approved by the Board. Major policy changes relating to faculty and administrative personnel are also approved by the Board.

B. SELF-APPRAISAL

In general, there is a high level of satisfaction with the present format of the governing Board. It is representative of the nature of the institution and its sponsorship.

Concern has been expressed about the manner in which nominees are selected by the eight church districts. The desire is to provide a vehicle through which input from campus and Board can be made while avoiding the appearance of attempting to control the nominating/electoral process.

As the institution has grown in both size and complexity the total amount of meeting time has come into question. Realistic involvement by individuals on the Board in critical decisions has surfaced as a recurring problem because of time limitations.

C. FOCUS ON THE FUTURE

Completion of a thorough and definitive study of the Board's By-Laws and operations is imperative. All aspects of the functioning of this body must be reviewed. Such issues as size, makeup, number and length of meetings must be considered. Internal organization of the Board should also be subject to careful scrutiny. The final report must adequately delineate policy functions as distinct from administrative functions.

A compilation of Board adopted policies is long overdue. A subcommittee is now working on the development of such a document. Each Board member and each major administrator must have available at all times an accurate and up-to-date copy of all policies.

STANDARD 3.B. ORGANIZATION OF ADMINISTRATION

A. DESCRIPTION

The administrative structure of the College has evolved over the years in what is best described as a SIII.6 logical and linear fashion. Titles and job descriptions of the administrators are straight forward and appear to correspond with those of comparable colleges. The major administrators form the Administrative Cabinet which is the highest policy-making body on campus. This group meets once a week for a two-hour meeting, and once a month for an

all day meeting. Each member of the cabinet represents a major component of the College's operation.

An exception to this statement should be made in the case of the Chaplain. The Chaplain of the College has been a member of the cabinet for many years. Rationale for this centers around the primary mission of the College and the concern for individuals and their spiritual welfare which is totally integrated into the campus community. It is assumed he represents a very vital aspect of the entire community even though he has no administrative function in the strictest definition of the term.

With the growth of the College has come a recognition of the importance of the roles of major administrative officers. This is reflected in the titles now being used. In 1978 the Academic Dean and the Business Manager were given the title of Vice President. In 1984, a new Office of Institutional Advancement was created with a Vice President in charge.

Other than the addition of a Vice President for Institutional Advancement, membership on the cabinet has not changed in the past two decades. The function of each officer has remained essentially the same, although expansion of key personnel within each function has occurred to some extent.

Major changes have occurred within the academic SI4:55 structure. The elimination of divisions and the official recognition of department chairs has resulted in an extremely "flat" structure with twenty-three individuals having direct access to the Academic Dean. The unevenness of the previous structure has been completely corrected, if not over-corrected.

B. SELF-APPRAISAL

Both the task force assigned to this area and the SSSC agree that the present administrative structure is appropriate for this institution, with one exception. The reorganization from divisions to departments within the academic area facilitated curricular and departmental development but created a rather awkward and unworkable situation for the chief academic officer. Too many individuals now report directly to him.

During the years 1979 through 1983 considerable tension existed in the area of faculty/administrative relationships. Within the last year and a half marked improvement has been made in this area. Task Force Two TFII:89 conducted a comprehensive survey of faculty which was designed to gather faculty perception about the effectiveness of the present administrative structure as well as perceptions about the functioning of individual

administrators. The survey indicated perceptions that the functioning of individual administrators was average or better and that the administrative structure was adequate. Several comments in the returns indicated that the responses were based upon the experiences of the earlier years and may not adequately reflect the individual's current assessment.

C. FOCUS ON THE FUTURE

The present administrative structure is believed to be adequate for the immediate future. The addition of a major administrative component dedicated exclusively to fund-raising completes the structure in terms of assignment of typical functions. It is questionable to assume that the present academic structure can effectively serve an institution of much greater size.

STANDARD 3.C. ROLE OF FACULTY

A. DESCRIPTION

The role of the faculty in institutional governance is both substantive and clearly defined. The faculty is organized into seventeen departments. Each department chair reports directly to the Academic Dean. The basic institutional input for each faculty member is through the department.

FACULTY MEETINGS: The faculty meets in general SI4.4:20 meetings twice monthly. The agenda for these meetings is developed through a representative process. Action items are posted on the agenda, which is distributed three days before consideration by the faculty in committee of the whole.

All curricular and programmatic proposals are developed and approved by the faculty through defined processes. The procedure for considering curricular changes, for example, is from the proposing department to the Academic Policies Committee or Graduate Studies Committee and then to the faculty. Curricular items approved by the faculty go next to the Academic Dean and then to the Board of Trustees through the Committee on Faculty and Educational Policy.

FACULTY COMMITTEES: The College's committee SI.4:21 structure was thoroughly studied and refined during the school year 1976-77. Annual revisions are proposed by the Committee on Committees, a faculty-elected body. There are twenty-seven standing committees with faculty membership. A distinction is made between committees and councils with the latter being primarily advisory to an administrator.

Also, there is a clear delineation between administrative committees which report directly to the Administrative Cabinet or a member thereof and faculty committees which report directly to the faculty. Election to these bodies by the faculty occurs annually in late spring. Provisions for continuity on a specific committee are built into the system.

FACULTY HANDBOOK: The Faculty Handbook was completely revised and updated by a faculty committee in SI.4 1981. Annual revisions are prepared and distributed by the office of the Academic Dean. All matters relating to faculty roles in governance and administration are clearly stated in the Handbook.

REPRESENTATIVES TO BOARD: In 1975 a policy of SI.4:16 faculty representation to the Board of Trustees was adopted. The faculty elects two representatives. The Chairman of the Faculty Council serves as one. The at-large faculty representative is elected bi-annually. These individuals attend both committee and plenary sessions of the Board and have the privilege of the floor without vote.

FACULTY COUNCIL: One faculty organization which is SI.4:55 a bit unusual in both formation and function deserves special attention. The Faculty Council was created in 1975. This five-member body is elected annually by the faculty and is charged with the responsibility of

ascertaining faculty concerns and facilitating program implementation. It serves as an informational body, a liaison group and an additional source of origination for items to be considered by the faculty in committee of the whole. Typically, the council meets with the President and the Academic Dean on a quarterly basis with the potential of other meetings on call of either party.

B. SELF-APPRAISAL

The structure for faculty participation in the administration of the school is forthright, complete and elaborate. As a result of the self-study process, the SSSC identified a growing feeling that the committee system is too complex and overly detailed with too many demands on some individuals. Conversely, others are frustrated by their inability to function within the system. This seems to be a result of the election process which presents two faculty nominees for every committee slot with every full-time faculty member being nominated at least once. However, some are not elected, and hence quite predictably feel that they are not part of the system. An attempt is made to place these individuals in the appointed slots on committees, but still some are not on any committee at all. Others express the opinion that they are on too many committees.

The department structure functions very well with some minor exceptions. Growth and enrollment patterns have brought into question the present alignment of departments. Some change is indicated. The system at times provides inadequate coordination among departments. The primary means of coordination is through the normal functioning of the Academic Dean's office. Coordination problems sometimes occur in such routine matters as developing class schedules, assigning classrooms, and making precise faculty assignments. When two programs must interface or a single faculty member must serve in two departments these problems tend to intensify.

There is a mutual desire for more interaction between faculty and the Board of Trustees. Recent activities, including "working dinners" and interviews relating to the presidential selection process have proven beneficial and have stimulated interest in more regular contacts.

C. FOCUS ON THE FUTURE

Believing that it is both appropriate and desirable to involve faculty fully in the governance and administrative structure of the College, the SSSC makes several suggestions which are perceived as appropriate means of more fully realizing the ideal.

The campus committee system should be thoroughly studied again with a focus on 1) effectiveness, 2) efficiency and 3) effort required to maintain its viability. Particular attention should be paid to the feeling of disenfranchisement felt by some as well as to duplicative or unnecessary effort.

A means of relieving the congestive confluence in the office of the chief academic officer must be found. The goal of "access to the Academic Dean" of the Blue Ribbon Commission is a worthy one which should be fully implemented. The present excessive number of individuals reporting to this office militates against the spirit of this recommendation.

Formal job descriptions for department chairs should be adopted and distributed.

In approaching the future the institution needs to fully recognize the creativity and professionalism of the faculty and develop means of using this considerable resource.

STANDARD 3.D. ROLE OF STUDENTS**A. DESCRIPTION**

The College has chosen to involve students in governance in a direct and specified manner. Students are full voting members of twelve different administrative and SI.4:21 academic committees. Nominations for these appointments come from the ASB Board. In addition, they serve on the Education Advisory Council and have a representative to the department meetings of the department of nursing.

During the recent search for a new College president, a student served on the search committee as a TFVI:28 full member of that body.

B. SELF-APPRAISAL

Involvement of students in the governance of the College is at an appropriate level. The presence of students on committees whose actions directly affect them is felt to be both desirable and appropriate.

C. FOCUS ON THE FUTURE

Steps should be taken to assure full participation by student members on College committees. The ASB Board should consider orientation sessions for newly appointed members.

A vehicle to permit student input into general faculty meetings should be considered by the Faculty Council. While full voting membership may not be indicated, there are times when issues of keen interest to students are under consideration and input from the student point of view may be desirable.

The Board committee on By-Laws should give consideration to expanding student input to the Board of Trustees.

SPECIAL COMMENTS ON STANDARD THREE

A key factor which perhaps may not be obvious unless cited is the remarkable stability of the institution during a period of potentially debilitating events: the deaths of two successive presidents in office. Dr. W. Shelburne Brown was elected president in 1964 and died of a malignant brain tumor in 1978 after a lengthy illness. The Reverend Bill D. Draper was elected president in 1979 and died of a malignancy in 1983 after a lengthy illness. The potential for severe problems as a result of the loss of presidential leadership during extended periods of time is obvious. The fact that no major difficulties were experienced gives credence to the claim that the administrative structure of the institution is sound and that individual administrators have functioned effectively during this critical period.

An additional area which does not seem to fit any of the categories in the WASC Handbook outline has to do with institutional research. The SSSC believes that our present arrangement is woefully inadequate and calls for the establishment of an office of institutional research with adequate personnel and funding to carry out the function at an acceptable level. The SSSC chooses not to specify the particular arrangement or alignment of offices and responsibilities, but, nevertheless, stresses that the function must be fulfilled by appropriate means.

CHAPTER IX

STANDARD FOUR: EDUCATIONAL PROGRAMS

STANDARD 4.A. GENERAL REQUIREMENTS

A. DESCRIPTION

Point Loma Nazarene College is primarily an undergraduate college. Most (89%) of its students are TFIII seeking a baccalaureate degree. The College places strong emphasis on its liberal-arts approach to undergraduate education. General education requirements are relatively heavy and correspond to classic liberal-arts programs in this country in content and emphasis.

The College does not offer any non-degree programs other than a number of certificates representing approximately two years of study. Most certificates also SI.1:26 require the completion of a baccalaureate degree. Very few individuals actually complete only a certificate. Provisions exist for the matriculation of individuals as special students who do not wish to pursue a degree program. Less than 2% of the current student body is in this category.

FACULTY QUALITY: Perhaps the strongest evidence of SV.1 the institution's commitment to quality in the educational process is in the selection, hiring and development of its faculty. Of the present full-time faculty, 56% possess the SV.1 doctorate. A total of 62 different undergraduate and 70 graduate institutions are represented by the faculty. Some of these scholar/teachers have national or international SI.4:84 reputations in their field. An active faculty development program also attests to the College's emphasis upon quality.

CAMPUS SETTING: The campus setting is particularly conducive to concentration on the instructional/learning process. Situated on a bluff overlooking the Pacific Ocean with a single access point, no through traffic and no adjacent thoroughfares, this ninety acres of wooded and carpeted rolling terrain has been developed with educational goals as top priority. All of the facilities are designed to facilitate accomplishment of this overall objective. Buildings and equipment appropriate to the educational endeavor are available on the site.

DEGREE REQUIREMENTS: Degree requirements conform to SI.1:33 standard formats. A total of 192 (quarter) units are required for a baccalaureate degree. The masters degree requires 46-52 units and the Educational Specialist Degree 46 units beyond the masters.

The College offers twenty-seven departmental majors (some with additional concentration options) and nine interdepartmental majors at the undergraduate level as well as ten teaching credentials and six certificates. At the masters level two majors with nine concentrations are offered. The Educational Specialist degree has two curricular emphases.

While there are elements of professional components in many departmental offerings, only one undergraduate degree program is clearly a career-specific program: the Bachelor of Science degree in Nursing. All other degree programs are for the bachelors of arts. Requirements for the two degrees are identical with the exception that no foreign language is required for BS students.

PROGRAM DEVELOPMENT PROCEDURES: Institutional procedures for the adoption of new programs are clearly defined and specific. The Academic Policies Committee SI.4:24 (APC) and the Graduate Studies Committee (GSC) are the SI.4:37 campus-wide curricular bodies for their respective levels. Requirements for needs assessment procedures and justification of program elements are clearly stated. The APC has initiated a program review process which is in its first stage.

The two graduate programs now in place reflect an extension of the College's primary purpose and were instituted only after a thorough study of need and relationship to the undergraduate curriculum.

B. SELF-APPRAISAL

The College appears to be attempting tasks appropriate to its mission and to its resources. As a free-standing college somewhat analogous to an arts and sciences college of a typical university, the school has chosen to offer majors and programs which are within the traditional scope of such institutions. It is worthy of note that the introduction of the bachelor of science degree a decade ago has not resulted in additional majors.

Procedures for the development of new programs are deemed to be proper and protective of both the nature of the institution and the welfare of the student. Expansion of programs during the past five or six years has been somewhat accelerated, but the addition of these has not altered the basic mission of the institution or thrust the school into programs which it could not maintain fiscally or philosophically.

Program requirements are clearly presented in the Catalog and are reasonably consistent. The recent trend of increased requirements for supporting courses in certain majors tends to reduce elective options for students.

A concern for the effectiveness of synthesis within some programs has been expressed. Where a "capstone" or "senior seminar" course is required for the major, this concern is minimal. At the opposite end of the continuum, in programs which appear to be a collection of requirements without an effort to relate them at the senior level, the concern is greater.

The College's predilection toward standard courses, traditional delivery systems, heavy general education requirements, and established degree patterns has provided a "margin of safety" in regard to its general requirements.

The College has probably enjoyed its greatest decade of opportunity for progress in overall institutional quality. With the strengthening of its faculty, the building of faculty development programs and the expansion programs, it has effectively met the challenges of these opportunities.

C. FOCUS ON THE FUTURE

Concern for academic quality and institutional integrity must never lessen at this institution. If the level of concern varies from that of other educational institutions, let it be on the high side and not the low. The avowed purpose of the school to embody the highest expression of the Judeo-Christian ethic assumes performance levels demanding the best of both institution and individuals.

CONTINUOUS ACADEMIC PLANNING: Since departmentalization, new programs and majors have typically originated within the department. Although the general faculty through its committee system and its final approval authority has ultimately made each decision to implement a proposal in its refined version, it has rarely taken the initiative to propose new programs. New programs of the past decade--regardless of their point of origination--have largely conformed to the projections of the defunct Council on Educational Policy and Program (CEPP) which functioned for approximately two decades. The long-range planning function which began with the self-study process is the successor to this program. There is a need for continuous academic planning which is founded on carefully analyzed definitive data, student need and institutional mission. This function could be assumed by the APC or assigned to another body representing the academic community.

CAPSTONE COURSES: Departments should be encouraged or required to provide appropriate synthesizing experiences for seniors where no such program now exists. In departments where the senior seminar or senior research course is now used for this function, continued course monitoring in regard to this concern is indicated.

PRESERVATION OF ELECTIVES: Continuing encroachment on the elective portion of the degree requirements must be controlled. Each student in consultation with the advisor must have room to expand, explore and enrich his/her educational experience through judiciously chosen electives without regard to specific professional or career expectations. The pass/no pass grading option is designed SI.1:29 to facilitate such personal choices while protecting the student at the point of both cumulative and major GPA.

NON-TRADITIONAL PROGRAMS: The College's conservative approach to non-traditional programs is clearly warranted and should be maintained. The statement of institutional mission does not call for radical approaches or highly innovative systems. The SSSC believes that the College continues to fulfill its mission most effectively with its undergraduate students who are full-time and live on campus. Variations from this norm tend to reduce mission effectiveness.

A possible exception to this position is indicated by the expressed needs of two identifiable segments of the primary constituency: 1) the active minister and 2) teachers in Christian schools. Proposals for programs meeting these needs through scheduling variations have been made. Should decisions be made to experiment with delivery systems providing services for these groups which the

College is uniquely equipped to supply, every proper safeguard in regard to academic quality and institutional integrity must be implemented. The SSSC encourages the active consideration of proposals in these two areas within these stated parameters.

STANDARD 4.B. ACADEMIC PLANNING

A. DESCRIPTION

The self-studies of 1972 and 1977 pointed a direction for academic development. Each of these studies emphasized the necessity of maintaining close identity between the statement of institutional purpose and curricular change and development. There has been a high degree of correlation between curricular developments in the past decade and the projections of these studies.

Within the established parameters of the nature of the institution and its mission statement, academic planning is largely a faculty activity under the leadership of the Academic Dean. Established procedures exist for submission and adoption of curricular proposals. A standardized proposal style has been distributed by the

APC. Each proposal is carefully analyzed by the Associate Dean for Academic Affairs for staffing and budgetary implications prior to initial consideration by the APC. All procedures and policies governing academic planning are detailed in the Faculty Handbook.

This process covers the addition or modification of a program, curricular area or course. Departments also maintain a review process in regards to the elimination of courses or programs. In addition to the formal procedures for course or program deletion, a default mechanism ("Sunshine Law") automatically strikes from the Catalog any SI.4:116 course not offered for a period of three years.

Full recognition of the limitations of personnel and resources is a part of the process. Normally, this aspect is informal rather than formal.

NEW PROGRAMS: This planning approach has TFIII:21 facilitated the addition of 40 new programs since 1972 for a total of 86 programs. Approximately 35% of the current student body is enrolled in these new programs. Three majors and a number of courses have been dropped in the past decade. When programs have been discontinued students in the program have been properly protected.

STUDENT/FACULTY RATIO: Primary resource allocation

TFIII:17 decisions for personnel come from an analysis of the faculty/student ratio. This ratio is computed on full time equivalent (FTE) student to FTE faculty, the latter defined as teaching faculty assigned to departments. The following table contains information on this critical ratio for both departments and the institution.

TABLE 7

FTE FACULTY BY DEPARTMENT

TEACHING FACULTY	79/80	80/81	81/82	82/83	83/84	84/85
Art	2.3	2.3	2.3	2.3	2.2	2.2
Biology	3.5	3.5	3.5	3.5	3.5	3.5
Business/Economics	5.5	5.9	7.0	6.3	6.4	6.8
Chemistry	2.9	2.9	2.8	2.9	2.9	2.8
Education - Undergraduate	8.1	7.8	7.5	6.4	6.4	6.0
Graduate	2.2	2.4	3.5	5.7	6.6	6.4
Pasadena	2.9	3.0	3.0	3.1	2.9	2.9
History/Political Science	2.9	2.9	2.9	2.5	2.9	2.5
Home Economics	2.3	2.5	2.3	2.5	2.4	2.4
Literature/Language	10.0	10.0	10.1	10.2	10.0	11.0
Math/Computer Science	3.5	3.4	3.4	3.9	4.1	3.9
Music	11.7	10.9	10.7	10.2	9.1	9.1
Nursing	9.5	9.5	9.5	9.5	9.5	10.7
Philosophy/Religion	7.4	6.6	7.1	6.4	7.2	7.0
Physical Education	3.3	3.4	3.4	3.4	3.4	3.4
Physics/Engineering	2.2	2.4	2.5	2.5	2.3	2.3
Psychology	2.8	2.6	2.7	2.9	2.9	3.0
Sociology	1.9	1.8	1.7	1.9	1.9	1.9
Speech Communication	3.3	3.4	3.5	3.7	3.5	2.8
FTE Teaching Faculty	88.2	87.2	89.4	89.8	91.1	91.6
Library/IMC/Computer	8.3	6.6	5.4	6.4	6.1	6.2
Athletics, IM	4.4	4.4	4.4	4.4	4.6	4.5
Administrative Faculty	2.3	2.3	2.2	2.2	2.2	2.0
FTE Total Faculty	103.2	100.5	101.4	102.8	104.0	104.3
FTE Students (Fall)	1,536	1,612	1,594	1,631	1,620	1,685
Student/Faculty Ratio	17.4	18.5	17.8	18.2	17.7	18.4

B. SELF-APPRAISAL

The present academic planning process maintained a viable program relating to both student and constituency needs as indicated by both enrollment gains and enrollment patterns. Changes have followed orderly procedures, with significant program additions occurring since departmentalization in 1978.

The College has gained significantly in operational efficiency during this period. As an inevitable result, the number of upper division courses scheduled on alternate years has increased with a concomitant increase in the number of individual preparations for some faculty members. Coupled with this has been a reduction in the proportion of small classes (less than 10) from 23% in TFIII 1973-74 to 15% in 1982-83.

Although the academic community has maintained fidelity with the institution's stated purposes, there has been an increase in the proportion of "practical" or TFIII:15 "applied" courses. In an attempt to bring resolution to the continuing tension between our liberal arts philosophy and the expressed desire for career-specific programs, the College has opted for an applied dimension to traditional liberal arts through such instruments as internships and interdepartmental majors. Students appear to be selecting these programmatic variations in increasing numbers.

PROGRAM RESOURCES: It is evident that the level of attention given to resource allocation as an aspect of academic planning in the past will not be sufficient for the future. It has been possible, up to this point, for departments to propose new programs through carefully couched "trade-offs," thus tacitly admitting the possibility of increased efficiency of operations. This procedure has generally been effective. However, with a maximum number of upper-division courses on alternate years, faculty loads at the prescribed level, and class size at near maximum, it is apparent that this approach will become increasingly non-productive. An example exists in the only exception of an approved course/program which has not yet been implemented: the course in photography with the corollary necessity of an equipped photographic laboratory which apparently requires new construction.

GRADUATE PROGRAMS: Although the congruence of the TFIII.31 recently implemented graduate programs with the institutional mission has been carefully scrutinized, complete agreement does not appear to be present among campus segments. Concern centers on such questions as the following: 1) Is there a danger that the graduate programs

will become inordinately large? 2) Does the mission statement phrase about "preparing students for selected professions" include programs which are primarily targeted for professionals already on the job? 3) Can the institution adequately support these programs in terms of learning services, faculty and other critical components?

STUDENT/FACULTY RATIO: The upward movement in the TFIII student/faculty ratio is commendable from the standpoint of operational efficiency; it is problematic in terms of educational quality. No universal standards seem to exist in this area. The SSSC feels that the absolute upward limit is 20:1, but is uncomfortable with anything over 18:1. The emphasis of the institution on the value of the individual is a factor in the consideration of the student/faculty ratio. It is also true, however, that improved efficiency facilitated an increase in offerings which must also be a consideration in terms of the good of the individual.

The APC has initiated a program review process which is vitally needed. Ongoing, periodic program review is presently inadequate.

C. FOCUS ON THE FUTURE

The SSSC sees no need for drastic revision in the planning processes now in place. The SSSC does see a need for amplification of the academic planning machinery. Specifically, a mechanism is needed to ensure that resource allocation is tied to programmatic decisions.

The institution must make clear-cut decisions in regard to program expansion. If a need is determined to develop additional programs, then proportionate internal allocation must follow.

Academic planning has carefully followed the perceived intent of the institutional mission as defined in the charter, the by-laws of the Board of Trustees and the statement of institutional purpose/mission as it has been developed over the years. This must continue as the pattern for the future. Given the reaffirmation of the definition of the institution as a liberal-arts college, it is not likely that proposals for major program changes will receive general support. Expansion of types of offerings is inevitably tied to the college/university issue.

Each institution defines "liberal arts" through their own program development. Current campus climate accepts the accuracy of the term if over one-half of the courses and programs are within the traditional disciplines. It is possible that this tenet may be tested within the next decade.

STANDARD 4.C. UNDERGRADUATE PROGRAMS

A. DESCRIPTION

The College offers a total of 35 different SI.1:24 undergraduate majors and a number of concentrations within these majors. Nine of the undergraduate majors are "interdepartmental" majors involving at least two departments. Additionally, ten credentials and six TFIII:31 certificates are offered.

DEGREE REQUIREMENTS: Every candidate for either the SI.1:33 bachelor of arts (BA) or the bachelor of science (BS) degree completes the general education program as specified in the Catalog. BS candidates are not required to meet the requirement in foreign language; otherwise, requirements for the two degrees are identical.

Requirements for the degrees are as follows:

1. Minimum of 192 units, 64 at the upper division (UD) level
2. A major of at least 36 UD units as specified in the Catalog.
3. Completion of all General Education requirements
4. Cumulative grade point average (GPA) of at least 2.0
5. GPA in major of at least 2.0
6. Completed application for graduation and payment of graduation fee

There are additional regulations relating to residency and completion of the final year of course work which practically function, as degree requirements.

GENERAL EDUCATION REQUIREMENTS: It is recognized SI.1:33 that the required number of units is larger than comparable schools. General Education requirements are also rather heavy, with from 63 (33%) to 95 (49%) units of the 192 required for graduation specified. The variation in requirements reflects institutional policy permitting waiver of requirements (fully or partially) in writing, mathematics, foreign language and natural science on the basis of standardized proficiency tests. An additional reduction for transfer students in religion is also permitted out of consideration for students transferring from institutions not providing instruction in this field.

The general education requirements reflect institutional commitment to the liberal arts and to the attainment of the general objectives which follow the statement on institutional purpose. They are best described as distribution requirements with some degree of flexibility within the several defined areas.

General Education requirements are detailed on pages 33-35 of the current Catalog. A summary of these requirements is provided below:

GENERAL EDUCATION SUMMARY

1. Communication Skills

There are three courses in writing at the entering level with placement determined through an analysis of actual writing samples. Most students complete the two-course sequence and a few are permitted to meet the requirement with a single course. An increasing number are required to complete all three writing courses.

Each student takes a course in basic speech communication.

2. Quantitative Skills

Each student demonstrates proficiency through either a score at the 35th percentile or above on the ACT or SAT test or satisfactory completion of an introductory mathematics course, Mathematics 100. This course is offered both as a traditional lecture course and as a self-paced course in the Mathematics Learning Center (MLC).

3. Critical Analysis

An integrated approach to the development of skills in critical analysis has been developed. Numerous courses throughout the general education requirements such as philosophy, and the physical and social sciences, demand skills at this higher level.

4. Foreign Language

All BA students are required to complete one year of language study unless competency is demonstrated through standardized examinations.

5. Breadth among Disciplines

The General Education requirements ensure that the student will be exposed to a wide variety of disciplines in the liberal arts. Each student is expected to gain an understanding of the cultural, historical, scientific and economic foundations of our society.

MAJORS: The majors typically involve 28-40% of the SI.1 student's total program, including both upper and lower division requirements. Some exceed this descriptor, notably, nursing and the interdepartmental major in biology-chemistry. Sequencing of courses and supporting requirements are all specifically delineated in the appropriate Catalog copy. Proper distribution is addressed through the requirement to have at least 64 units at the upper-division level.

MINORS: Minors are not required for graduation nor are they described in the Catalog. Students completing programs in teacher education, certificates and the major in liberal studies all develop secondary areas which become functional minors.

ELECTIVES: Electives are an important part of the student's experience. The percentages for electives varies from 10-25%.

Regulations regarding transfer of credits from accredited institutions are specified in the Catalog. Transfer of credits from unaccredited institutions is handled on an individual basis.

DEPARTMENTAL ANALYSIS: A department by department summary follows which provides basic data about each department as well as a brief narrative. The statistical data are current; the narrative attempts to cite trends, recent developments or salient features.

TABLE 8

DEPARTMENTAL ANALYSIS

DEPARTMENT OF ART

Faculty Data:

FTE Faculty	2.2
Full-time Faculty	2.0
Full-time Faculty with Doctorate	1.0
Part-time Faculty	1.0

Curricular Data:

Majors Offered	2
Concentrations Offered	3
Courses in <u>Catalog</u>	38*
Classes Offered (1983-84) (plus directed studies)	22

Student Data:

Number of Graduates (1983-84)	7
Credit Hours Generated (1983-84)	1616
Declared Majors (1984-85)	33

* Includes 10 Directed Art Studies

The Department of Art is housed in Keller Art Center. In addition to the necessary offices, classrooms, and studios the department operates the Keller Art Gallery.

Though one of the smaller departments, it has continued to strengthen its curriculum and to attract a reasonable number of majors. Dedicated fully to the College's liberal arts philosophy, the departmental faculty has of necessity wrestled with the imposed tension between general education requirements and studio/skill requirements. The recent addition of a graphic communications major has been well-received.

The department is in dire need of facilities for the teaching of photography and for restrooms within the complex. Equipment holdings are minimal but adequate for the present program.

DEPARTMENT OF BIOLOGY

Faculty Data:

FTE Faculty	3.5
Full-time Faculty	3.0
Full-time Faculty with Doctorate	2.0
Part-time Faculty	2.0
Part-time Faculty with Doctorate	2.0

Curricular Data:

Majors Offered	1.5
Courses in <u>Catalog</u>	24
Classes Offered (1983-84)	24

Student Data:

Number of Graduates (1983-84)	13
Credit Hours Generated (1983-84)	4100
Declared Majors (1984-85)	82

The Department of Biology is one of the very strong departments on campus. An unusual feature of the department is the presence of a well-designed and popular interdepartmental major in biology and chemistry which is taken in increasing numbers by students interested in the field of medicine.

The department occupies the first floor in Rohr Science with adequate facilities for the present size of program. Equipment is adequate but aging. Some very fine and unusual pieces of equipment are in operation, including an electron microscope. Several members of the department are active in research. One member of the faculty is in the dissertation stage of a doctoral program. Much of the research is funded by outside grants and most of the projects directly involve students. Full-time research by students and faculty is carried on every summer.

Placement of graduates in professional and graduate schools is very effective. The tracking of graduates through an alumni organization within the department is a recent development which shows promise of major contribution to the program.

DEPARTMENT OF BUSINESS AND ECONOMICS

Faculty Data:

FTE Faculty	6.8
Full-time Faculty	5
Full-time Faculty with Doctorate	4
Part-time Faculty	6
Part-time Faculty with Doctorate	1

Curricular Data:

Majors Offered	6.5
Courses in <u>Catalog</u>	54
Certificates Offered	2
Classes Offered (1983-84)	68

Student Data:

Number of Graduates (1983-84)	71
Credit Hours Generated (1983-84)	8020
Declared Majors (1984-85)	354

The Department of Business and Economics has grown rapidly in recent years to become the largest department in terms of student enrollment. Competition from business and industry has contributed to the College's inability in former years to provide adequate faculty in this program. Intensive recruiting effort has resulted in a stabilized faculty of excellent quality and devotion to the teaching/learning process.

The department is housed in Rohr Social Science. The facilities are newly remodeled and quite attractive, but inadequate for the size of the program.

Historically, this department has not been one of the large and strong departments on campus. However, through the efforts of the present department faculty, active student and alumni organizations have been established. A number of graduates are now successful business entrepreneurs and employees of major corporations. Success rate with the Certified Public Accountant examinations has been high.

DEPARTMENT OF CHEMISTRY

Faculty Data:

FTE Faculty	2.8
Full-time Faculty	3
Full-time Faculty with Doctorate	3

Curricular Data:

Majors Offered	1.5
Courses in Catalog	22
Classes Offered (1983-84)	19

Student Data:

Number of Graduates (1983-84)	12
Credit Hours Generated (1983-84)	1845
Declared Majors (1984-85)	38

The Department of Chemistry is housed on the third floor of Rohr Science. It has adequate laboratories for both instruction and research. Equipment holdings are unusually strong with some very fine pieces of equipment. Some equipment, however, is aging, but the faculty has been resourceful in keeping the equipment in operating condition. The department was recently featured as a "model program" in a Research Corporation publication.

It is widely recognized on campus that the Chemistry Department has pioneered research programs uniquely suited to this institution. The program has been in operation for two decades and has produced 18 individuals who have later completed PhD's and 43 who have been admitted to medical or dental schools. Over \$300,000 has been brought in from outside sources for research. The department faculty and students have produced over 50 research publications in the past twenty years. Most of this work occurs in joint student-faculty research in the summer.

The faculty is strong and stable with a deep sense of mutual commitment. An effective support group of graduates and friends has been developed.

The department shares an interdepartmental major with the biology department. One faculty member holds a joint appointment in both departments.

DEPARTMENT OF EDUCATION
(includes Pasadena Campus)

Faculty Data:	San Diego (Pasadena)	
FTE Faculty	15.4	(2.9)
Full-time Faculty	13.0	(1.0)
Full-time Faculty with Doctorate	6.0	(1.0)
Part-time Faculty	24.0	(11.0)
Part-time Faculty with Doctorate	14.0	(5.0)

Curricular Data:	
Majors Offered	
Undergraduate	1
Graduate	2
Concentrations Offered (Graduate)	8
Courses in <u>Catalog</u>	
Undergraduate	41
Graduate	50
Credentials Offered	10
Classes Offered (1983-84)*	
Undergraduate	61
Graduate	38
(*this does not include field work)	

Student Data:		
Number of Graduates (1983-84)	87	
Liberal Studies	24	
Master of Arts	45	
Educational Specialist	18	
Credit Hours Generated (1983-84)	6092	(301.0)
Declared Majors (1984-85)		
Undergraduate	111	
Graduate	82	(43.0)

The Department of Education is housed in comfortable, but limited, facilities in Evans Hall. It is unique among departments on campus in that it offers no undergraduate major. There are no majors in education on the BA or BS degrees. However, both the single and multiple-subject credentials are built on undergraduate programs and significant amounts of instruction are provided through these programs. The Liberal Studies major is very popular with multiple-subject license candidates.

The preparation of teachers has been an important part of the College's program for many years. The department continues to be strong both in terms of its faculty and its

drawing power. A number of innovative programs have been initiated with good success. The citing of the College as one of the eleven highest-rated teacher education programs in the country by the AACTE panel in 1984 provided external testimony to the quality of the program. The department chair has served in various capacities at the state level in educational circles and is currently President of the California Council on the Education of Teachers.

With both undergraduate and graduate programs and offerings on two campuses, the department is more complex than most. The highly successful offerings in graduate education have brought an unusual dimension to the program.

The extensive involvement of both faculty and students in the public and private schools of San Diego County is a factor to be considered when reviewing the work of the department.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Faculty Data:

FTE Faculty	2.5
Full-time Faculty	3.0
Full-time Faculty with Doctorate	3.0

Curricular Data:

Majors Offered	1.5
Courses in <u>Catalog</u>	35
Classes Offered (1983-84)	25

Student Data:

Number of Graduates (1983-84)	9
Credit Hours Generated (1983-84)	3668
Declared Majors (1984-85)	46

The History and Political Science Department is located in Rohr Social Science. Moot Court is the primary instructional facility for the department, but classes are held virtually all over the campus.

Within recent years the department has placed emphasis upon analytical thinking and writing by the students. Carefully developed sequences of experiences have been incorporated in the teaching.

A Center for San Diego Studies utilizing sophisticated computer approaches to data analysis has been established. One faculty member now on sabbatical is preparing to give leadership to this promising venture.

DEPARTMENT OF HOME ECONOMICS

Faculty Data:

FTE Faculty	2.4
Full-time Faculty	2.0
Full-time Faculty with Doctorate	-0-
Part-time Faculty	1.0

Curricular Data:

Majors Offered	2
Concentrations Offered	2
Courses in Catalog	25
Classes Offered (1983-84)	28

Student Data:

Number of Graduates (1983-84)	9
Credit Hours Generated (1983-84)	1524
Declared Majors (1984-85)	52

The Home Economics Department is housed in Evans Hall. Facilities are minimal but functional. Equipment holdings are adequate for the present.

This is one of the small departments on campus. It has an unusual feature in that the interdepartmental major in Child Development is administered primarily within the department and counseling and programmatic leadership is provided by department faculty.

Of the two full-time members, one is currently in an active doctoral program. The other has chosen to delay entry into a program until her children are older.

DEPARTMENT OF LITERATURE AND LANGUAGES

Faculty Data:

FTE Faculty	10.9
Full-time Faculty	8.0
Full-time Faculty with Doctorate	5.0
Part-time Faculty	6.0
Part-time Faculty with Doctorate	1.0

Curricular Data:

Majors Offered	2
Concentrations Offered	2
Courses in <u>Catalog</u>	62
Classes Offered (1983-84)	108

Student Data:

Number of Graduates (1983-84)	13
Credit Hours Generated (1983-84)	10,572
Declared Majors (1984-85)	45

This department is housed in Taylor Hall in facilities which are comfortable, partially refurbished, and reasonably adequate. The language laboratory needs better facilities and the potential need of space for the new program in journalism has been noted.

This is a strong department with an excellent cadre of faculty. Doctorates in English, American, French and German literature bring unusual strength to the program. Two faculty are in active doctoral study.

There has been an increase in interest in the department, student morale and programs in recent years. The journalism/writing concentration initiated in 1984 has had very positive student response.

The department has responded to campus concern about student's writing in creative and effective ways. One of the approaches has been to use the computer as an instructional vehicle for poor writers--an approach which has had good success. Another has been to coordinate freshman composition with World Civilization through controlled advising.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Faculty Data:

FTE Faculty	4.9
Full-time Faculty	6.0
Full-time Faculty with Doctorate	5.0
Part-time Faculty	-0-

Curricular Data:

Majors Offered	2
Concentrations Offere	2
Courses in <u>Catalog</u>	42
Certificates Offered	1
Classes Offered (1983-84)	52

Student Data:

Number of Graduates (1983-84)	17
Credit Hours Generated (1983-84)	6316
Declared Majors (1984-85)	106

The Department of Math and Computer Science is housed in newly refurbished facilities in Rohr Science. In addition, major utilization is made of the Computer Center facilities in Starkey A. The department has had rapid expansion in both students and faculty in recent years, mostly in computer science.

The faculty is quite strong with significant recent training in the field of computer science. The College has given support to two of the individuals in their retooling efforts. One faculty member is in the final states of a doctoral program.

Computer equipment is fully adequate for the major and is considered to be state-of-the-art equipment. Continual expansion of memory and storage capacity, in order to serve the growing numbers of students, has characterized recent years.

Graduates of this department are in great demand.

DEPARTMENT OF MUSIC

Faculty Data:

FTE Faculty	9.1
Full-time Faculty	8.0
Full-time Faculty with Doctorate	6.0
Part-time Faculty	11.0

Curricular Data:

Majors Offered	2.5
Concentrations Offered	7.0
Courses in <u>Catalog</u>	170.0*
Classes Offered (1983-84)	76.0**

Student Data:

Number of Graduates (1983-84)	3
Credit Hours Generated (1983-84)	2357
Declared Majors (1984-85)	38

* Including 84 private lesson designations

** Plus private lessons

The Department of Music shares four different academic buildings. The departmental office is in Cabrillo Hall. As observed by both the visiting team of 1975 and 1980, the lack of adequate centralized facilities is a major problem for the department. Recital facilities are poor and must be shared with the church.

A projected music building is now much closer to realization with a major bequest designated specifically for this purpose.

Equipment holdings are significant, yet in need of upgrading. Band and orchestral instruments are reasonably sufficient. Both recital and practice pianos are in need of methodical replacement. The single major need other than adequate buildings is for a suitable pipe organ for instruction as well as performance.

The number of music education majors has declined in recent years. Curricular revisions stressing other career options have been implemented.

The faculty is very strong and quite stable. Doctorates in all performing and academic areas provide unusual strength for the department.

A distinctive feature of the department is the extent of its service to the general student body through performing ensembles, private and group lessons.

DEPARTMENT OF NURSING

Faculty Data:

FTE Faculty	10.7
Full-time Faculty	9.0
Full-time Faculty with Doctorate	1.0
Part-time Faculty	4.0

Curricular Data:

Majors Offered	1
Courses in Catalog	21
Classes Offered (1983-84)	34

Student Data:

Number of Graduates (1983-84)	28
Credit Hours Generated (1983-84)	2800
Declared Majors (1984-85)	215

The Department of Nursing is housed in Starkey B in refurbished and reasonably adequate facilities which include faculty offices, classrooms and laboratory facilities. Clinical instruction takes place on site in hospitals, clinics and other agencies all over the city.

The Nursing Program has achieved a notable reputation for the quality of its program over the past ten years. The only program in the College with absolute enrollment limits, it has tended to operate at full capacity.

While faculty strength has been more than adequate, faculty stability has been a continuing problem. Mobility within the nursing profession is a prime factor, as has been the movement to graduate schools for doctoral study. The presence of highly attractive clinical and supervisory positions in the general San Diego area is also a significant factor. Nursing faculty members have tended to be younger individuals at the beginning of their teaching careers. There is some evidence of increasing faculty stability with the maturity of the program.

The program is accredited by the National League of Nursing with the next visit scheduled for 1990. It is also approved by the California Board of Registered Nurses with the next visit scheduled for spring, 1985.

A drop in the number of graduates passing the BRN examinations occurred with the adoption of a new test form in 1982 by the BRN. This is a major concern. Steps are underway to determine causal factors and corrective procedures.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Faculty Data:

FTE Faculty	7.0
Full-time Faculty	8.0
Full-time Faculty with Doctorate	6.0
Part-time Faculty	-0-

Curricular Data:

Majors Offered	3.5
Concentrations Offered	5.0
Courses in <u>Catalog</u>	61.0
Certificates Offered	3.0
Classes Offered (1983-84)	67.0

Student Data:

Number of Graduates (1983-84)	23
Credit Hours Generated (1983-84)	8388
Declared Majors (1984-85)	112
Undergraduate	97
Graduate	15

The Department of Religion and Philosophy is housed in the Rohr Religion building in newly decorated and very adequate facilities.

This department has enjoyed an excellent reputation and has offered both graduate and undergraduate programs for many years. Its graduates are readily accepted into major graduate schools and seminaries. Faculty members are suited for their assignments by both training and experience.

One of the two departments offering graduate work, the department has suffered some loss in enrollment at the graduate level. A current proposal for a more practically-oriented degree positively addresses this problem.

DEPARTMENT OF PHYSICAL EDUCATION

Faculty Data:

FTE Faculty	3.4
Full-time Faculty	7.0
Full-time Faculty with Doctorate	2.0
Part-time Faculty	3.0

Curricular Data:

Majors Offered	2
Courses in <u>Catalog</u>	72
Classes Offered (1983-84)	92

Student Data:

Number of Graduates (1983-84)	11
Credit Hours Generated (1983-84)	2110
Declared Majors (1984-85)	53

The Physical Education Department is housed in the Golden Gymnasium complex in facilities which are generally adequate with some exceptions. There is an expressed need for a natatorium, improved dressing areas, expanded training room and more indoor teaching stations.

Because of the involvement of the faculty in both teaching and coaching inter-collegiate teams in thirteen different sports, the faculty is quite heavily committed. The chairman of the department and athletic director is immediate past president of the National Associate of Intercollegiate Athletics (NAIA) and a representative to the Olympic Committee.

New tennis courts and a world-class track facility finished in 1984 have added significantly to the athletic complex. The College hosted olympic teams from Great Britain and Italy for their pre-Olympic training and sponsored an international track meet involving 27 countries in June of 1984.

The addition of a concentration in Athletic Training has been a very positive move for the department.

DEPARTMENT OF PHYSICS AND ENGINEERING

Faculty Data:

FTE Faculty	2.3
Full-time Faculty	2.0
Full-time Faculty with Doctorate	2.0
Part-time Faculty	2.0

Curricular Data:

Majors Offered	2
Courses in <u>Catalog</u>	26
Classes Offered (1983-84)	20

Student Data:

Number of Graduates (1983-84)	1
Credit Hours Generated (1983-84)	1272
Declared Majors (1984-85)	28

The Department of Physics is located in Rohr Science in quite adequate facilities. Equipment holdings are reasonable and the equipment functional, though many pieces are rather old.

One of the two faculty members is retiring this year after 29 years with the College. A national search is under way with two or three excellent candidates already identified.

Enrollment is low but stable. The department provides several critical service courses for related science programs.

A powerful ham radio station is maintained and operated by members of the department. Recent efforts to integrate computers into the curriculum are quite promising.

DEPARTMENT OF PSYCHOLOGY

Faculty Data:

FTE Faculty	3.0
Full-time Faculty	3.0
Full-time Faculty with Doctorate	3.0
Part-time Faculty	-0-

Curricular Data:

Majors Offered	2
Courses in <u>Catalog</u>	24
Classes Offered (1983-84)	28

Student Data:

Number of Graduates (1983-84)	14
Credit Hours Generated (1983-84)	3276
Declared Majors (1984-85)	106

The Department of Psychology is housed with Math and Physics on the second floor of Rohr Science in newly remodeled facilities. The department could use more space, particularly laboratory facilities for experimentation.

A small animal laboratory for research by both students and faculty is maintained in an off-campus location because of deed restrictions banning animal research on campus. These facilities are shared with the Biology Department as need dictates.

The three faculty members run a strong and active program. Recent interest in the department is up. The faculty members bring a balanced background to the program. Graduates have done very well professionally.

DEPARTMENT OF SOCIOLOGY

Faculty Data:

FTE Faculty	1.9
Full-time Faculty	2.0
Full-time Faculty with Doctorate	-0-*
Part-time Faculty	3.0

Curricular Data:

Majors Offered	1.5
Courses in <u>Catalog</u>	24.0
Classes Offered (1983-84)	23.0

Student Data:

Number of Graduates (1983-84)	10
Credit Hours Generated (1983-84)	2092
Declared Majors (1984-85)	27

* One with the MSW

The Department of Sociology is one of the small departments. It is housed in the Rohr Social Science building.

A deliberate choice to use available expertise in part-time faculty has proven to be quite effective in terms of instruction, but problematic in terms of other aspects of departmental operation. The retired chairman of the United States Parole Board is a valuable part-time faculty member who brings expertise and experience not available on campus.

Recent curricular expansion into social work and criminal justice have been well received by students.

The viability of a department with one full-time and three part-time faculty is an open question.

DEPARTMENT OF SPEECH COMMUNICATION

Faculty Data:

FTE Faculty	2.8
Full-time Faculty	2.0
Full-time Faculty with Doctorate	1.0
Part-time Faculty	2.0

Curricular Data:

Majors Offered	1.5
Concentrations Offered	3.0
Courses in <u>Catalog</u>	33
Classes Offered (1983-84)	32

Student Data:

Number of Graduates (1983-84)	15
Credit Hours Generated (1983-84)	2716
Declared Majors (1984-85)	38

The Speech Department is housed in Salomon Theatre, a small (200 seat) theatre with minimal dressing and set areas and three faculty offices. The building is adequate for some theatrical productions, but too limited in stage area for large productions or musicals.

A faculty member with primary responsibility in speech pathology accepted another position without notice in July 1984. A decision was made to review the concentration in speech pathology before replacing the faculty member. A revised curriculum has been approved by the APC and will be considered by the faculty in February.

Interest in the department remains fairly constant.

B. SELF-APPRAISAL

The SSSC affirms that the institution has carefully defined its degree programs, general requirements and general education requirements. Information relating to these areas in the College's publications are complete, accurate and definitive.

The distribution approach to general education requirements ensures a high level of integration with the total College program. Students receiving degrees universally meet these requirements.

The institution's commitment to traditional liberal-arts is evident and clear. Requirements in general education are comparably heavy and diverse. The religious nature of the College is clearly reflected in these requirements.

The self-study process has tended to crystallize campus opinion in regard to the cohesiveness and philosophic consistency of the general education program.

Transfer policies are deemed to be adequate and appropriate. Increasing numbers of transfer students support the observation that no major problems exist in this area. Recent curricular agreements between the community colleges and the state college and university system have caused us to review the articulation agreement system now in effect.

Departments are generally strong, well-organized and productive. The very small departments may be a future concern.

C. FOCUS ON THE FUTURE

The SSSC calls for a thorough and definitive study of the general education program at Point Loma Nazarene College with emphasis upon the desirability of an approach which will bring evident cohesiveness and consistency to the program. Particularly, an explicit philosophy of general education should be developed and adopted from which the program should flow. Concern for the integration of faith and learning consistent with the institutional purpose must be a part of the study. This study should be initiated within a year and completed within the next three years.

The tendency of major requirements to encroach upon the student's discretionary program should be reviewed. The spirit of the action to remove the necessity of a minor for graduation purposes was not to permit greater specialization within the major, necessarily. With the great wealth of experiences now available to students at this College, the principles of balance and enrichment within the student's program must be honored.

Specific and regular program review is not occurring as it should. The approach should be initiated and implemented at the institutional level on a pre-determined schedule.

An institutional policy of follow-up on graduates should be developed. This could be either an overall study or a policy which mandates departmental or area studies.

STANDARD 4.D. GRADUATE AND PROFESSIONAL DEGREES

A. DESCRIPTION

The College does not offer professional degrees at the graduate level in the commonly accepted definition of the term. The two departments now offering graduate work, Education and Religion, offer degrees which are clearly academic and posited upon a standard undergraduate preparation.

The College offers two graduate degrees: 1) the Masters of Arts in either education or religion, and 2) the Educational Specialist in education. The MA has been offered in Religion since 1935, in Education since 1961, and work toward the Educational Specialist was offered for the first time in 1981. These two areas clearly represent the institution's historic commitment to service and to preparation for selected professions.

Graduate programs in these two departments are administered by Directors of Graduate Study under the direction of the Academic Dean. A faculty committee, the Graduate Studies Committee, serves as the primary policy recommending body for this area.

Degree requirements are clearly stated and specific.

SI.1 There is a prescribed admissions procedure with definite requirements. Students in the programs must meet minimum requirements before being advanced to candidacy for each degree.

In religion, all of the instruction is provided by resident full-time faculty, with an occasional exception. Essentially, the undergraduate and graduate faculty members in religion are the same.

In education, most master's level instruction is provided by full-time resident faculty, with assistance from active practitioners. At the sixth-year (Educational Specialist) level a carefully orchestrated plan combining resident full-time faculty with a core group of adjunct faculty is used.

A summary of requirements for the Master of Arts

SI.1:127 Degree follows.

TABLE 9

MASTER OF ARTS DEGREE REQUIREMENTS

1. Completion of an acceptable undergraduate degree
2. Completion of an appropriate undergraduate major
3. GPA of 2.5 on all undergraduate work
4. GPA of 2.75 on all upper division undergraduate work
5. Minimum combined score of 800 on the verbal and quantitative sections of the GRE, or a 40th percentile on the Miller Analogy Test
6. 24 units of credit following advancement to candidacy
7. Completion of basic core and concentration
8. An approved master's project, thesis, or other requirements as listed in the description of the concentrations
9. Minimum of 46 units of work at the 400-500 level including a thesis or 52 units without a thesis
10. No more than 8 units of graduate credit with a grade of "C" or lower
11. A GPA of at least 3.00 in all graduate work

The master's level programs have continued to meet a need as evidenced by the enrollment patterns in these long-established graduate programs.

A summary of requirements for the Educational Specialist
SI.1:131 degree follows.

TABLE 10

EDUCATIONAL SPECIALIST DEGREE REQUIREMENTS

1. Prerequisites for the degree
 - a. Master's degree
 - b. Adequate academic background
 - c. Minimum of 3 years successful experience in the public/private schools
2. Admission requirements
 - a. Satisfactory scholarship on graduate and undergraduate degrees
 - b. Evidence of English competency
 - c. Three professional references attesting to successful educational experience
 - d. A successful personal interview
3. Advancement to Candidacy
 - a. GPA of 2.75 in upper division
 - b. GPA of 3.25 on all graduate work
 - c. GRE (Quantitative, Verbal, and Advanced Education) combined score of no less than 1200, with preference given to 1350 and above
4. Graduation Requirements
 - a. 46 units beyond the master's degree
 - b. Completion of specified concentration
 - c. Completion of at least 24 units after advancement to candidacy
 - d. Completion of field project
 - e. Pass a written comprehensive examination

DEVELOPMENT OF EDUCATIONAL SPECIALIST DEGREE: This degree is an outcome of a program initiated in 1975 TFI:32 following a needs assessment of the San Diego County area, SIV.22 which determined the non-availability of doctoral education programs in San Diego. Following negotiations with several universities, the College reached an agreement with Northern Arizona University (NAU) to offer a doctoral program partially housed on this campus. Between 1975 and 1981 NAU offered twenty-four (24) units of instruction were offered annually on our campus. This work became the core of a doctorate in education (Ed.D.) which could then be completed on the NAU campus in Flagstaff, Arizona. Some 473 individuals completed the San Diego portion, and of this group 208 have subsequently received a doctorate from NAU. During these years the program was reviewed by WASC in an informal visit and by North Central through their regular visit to NAU.

NAU AGREEMENT: Currently an agreement exists with NAU which permits students completing the PLNC Educational SIV.22 Specialist degree to receive full credit for these units toward a doctorate in education at NAU providing the student was admitted to NAU prior to beginning the work at PLNC. NAU coordinators visit monthly to counsel with students who have chosen this option.

EDUCATIONAL SPECIALIST FACULTY: The selection of faculty for this sixth-year program models the theory/practice philosophy which is integrated into all aspects of the program. A listing of these individuals follows:

TABLE 11
EDUCATIONAL SPECIALIST FACULTY

Wm. Jack Stone, Ed.D., University of Southern California
Director of Graduate Studies
Professor of Education
San Diego Public Schools Administrator for 35 years
Consultant Association of California School Administrators

Philip Fitch, Ed.D., University of Idaho
Education Department Chair
Professor of Education
Former public school teacher/administrator
President, California Council on the Education of Teachers
Consultant, Commission on Teacher Licensing

Beverly Foster, Ed.D., Northern Arizona University
Public schools administrator
Former school teacher
Area Operations Manager, San Diego City Schools

Jack Hill, Ph.D., United States International University
Teacher Education and Computer Center Director,
San Diego County Department of Education
Former public school teacher and administrator
Past President of Association of California School Administrators, Region 18

Ronald Hockwalt, Ed.D., University of California,
Berkeley
Superintendent, Cajon Valley Union School District
Former public school administrator and County
Department of Education, Director of Staff Development
Member, Board of Directors, Association of California School Administrators

James Kaupp, Ed.D., University of California, Los Angeles
 Assistant Superintendent, Educational Services
 Division, San Diego City Schools
 Public Schools Administrator and Past President of
 San Diego Administrators Association

Gary Olson, Ed.D., Northern Arizona University
 Superintendent, Vista Unified School District
 Current State President, Association of California
 School Administrators

Jack Price, Ed.D., Wayne State University
 Superintendent, Palos Verdes Peninsula Unified
 School District
 Former Superintendent Vista Unified District and
 Assistant Superintendent for Curriculum, San
 Diego City Schools
 Author of numerous mathematics and science texts
 adopted and used by various states throughout
 the U.S.

Robert Reeves, Ed.D. University of California,
 Los Angeles
 Superintendent, Poway Unified School District
 Member, State Department of Education Committee on
 School Finance

Carole Teall, Ed.D., University of Southern California
 Director, Management Academy, San Diego County
 Department of Education

The College has offered courses toward a credential
 in public school administration for a number of years. The
 move of the California Commission on Teacher Preparation
 and Licensing (CTPL) to a two-level licensing program with
 the fifth year culminating in a "level one" credential and
 the sixth year culminating in a "level two" credential

greatly influenced the College in its decision to add the sixth-year program. To offer only one-half of the credential seemed both ill-advised and potentially disadvantageous to the student. The CTPL approved the credential aspect of this program as a "pilot project." The College is still the only college in the state offering this innovative program.

INTERN PROGRAMS: An "intern" program leading to a
 TFI.35 multiple subject teaching license and a master's degree in education has been established in two school districts. These programs place carefully selected candidates in public school classrooms under the direct supervision of a master teacher and the tutelage of regular College faculty. Course units are earned through both the intern experience and courses taught on campus during both the regular school year and the summer. One of the internship programs is in a year-round school district and on-campus classes are provided, appropriately, during the weeks school is not in session at the internship location.

B. SELF-APPRAISAL

Involvement of the institution in the direct professional preparation of ministers and scholars in religion and of public/private school teachers, counselors

and administrators is appropriate. The natural affinity of these helping professions with the goals of the College is apparent.

Graduate admission and degree requirements are clearly stated, specific, and appropriate to the levels. Clarifications resulting from the Self-Study process have been adopted. The experience requirement for admission to the educational specialist degree program is an important aspect of the program.

The integration of theory and practice in the education programs through the involvement of field practitioners and field-based projects is purposeful and apparently successful. The intern program is an alternative model with a proven track record.

GRADUATE RELIGION: Declining graduate religion enrollment is a matter of serious concern. While explanations can be advanced which seem partially to address the issue, the SSSC recommends an objective review of the program focusing on it's relationship to expressed needs of the constituency and potential enrollees.

The decision to use the successful experience with the NAU doctoral program to develop a sixth-year program keyed to the Professional Level Administrative Credential requirements for public school administrators was sound.

FOLLOW-UP STUDIES: The Department of Education maintains excellent and complete records of follow-up studies of graduates of degree/credential programs. The professional record of these individuals provides a very convincing indicator of program quality. The following information is indicative:

TABLE 12

PROFESSIONAL ACHIEVEMENTS OF GRADUATE EDUCATION STUDENTS

- TFI11:37
1. Two individuals have served as president of the State Association of California School Administrators (ACSA)
 2. Two individuals have served as president of ACSA-Region 18
 3. One third of the current executive board of ACSA-Region 18 are PLNC graduates
 4. Five of six new Assistant Superintendents in San Diego City schools obtained their credentials or degrees from PLNC
 5. Two of four operations managers, San Diego City Schools are PLNC graduates
 6. Four of the four Secondary Principals appointed last year in San Diego City schools received their degrees through PLNC/NAU
 7. The Superintendent of Imperial County Department of Education is a graduate
 8. Over 25 graduates have been promoted to superintendents or assistant superintendents of California districts

The SSSC believes that the data confirms both the quality of the program and its applicability to public education. A review of assessment items in the follow-up studies also supports this conclusion.

C. FOCUS ON THE FUTURE

The College's involvement in graduate programs in both religion and education is long-standing and is an accepted part of the total picture of the College. In general, however, there is insufficient support for further graduate program expansion. However, it is recognized that a decision to move toward university status could change this posture.

RELIGION: In the religion graduate program enrollment must be increased or other alternatives introduced. An experiment in offering graduate religion courses taught in Spanish has been somewhat successful. An expansion of this unique program might be justified if student interest is sufficient.

The greatest potential for meeting the expressed needs of active ministers is through a professional program more closely related to the practical areas of ministry than to theoretical aspects. The new Masters of Ministry degree now being considered appears to meet this need in a creative and direct manner. Subject to an audit of the market potential and adoption by the faculty, the SSSC supports and applauds this move.

EDUCATION: Although a doctorate in education has TFIII been suggested, the SSSC finds insufficient justification for such a move. The addition of the Educational

Specialist degree requiring a sixth year of course work was perhaps seen by some as a signal of change, but it is better defined as a creative approach to a unique situation. It is a justifiable extension of the program which granted an administrative credential after a fifth year of work. With the change in the law requiring a sixth year of course work for a professional level administrative license, a program change became imperative. The new two-level credentialing procedure provides a compelling rationale for tying a degree with the credential requirements. The enthusiastic support for this approach by the CTPL is cited as evidence of the wisdom of this approach.

The potential of transferring educational specialist units to a doctoral degree granting institution in toto is a very positive factor. Professionals in public education typically follow a combined degree/credential career path. The offering of integrated degree and credential requirements is an attractive option to prospective students. Additional cooperating universities should be cultivated. Ideally, a closer, WASC-accredited institution could be located to also become a partner in the enterprise.

Additional full-time faculty are needed in the graduate education program. As this is done, the preservation of the present combination of theory and practice in appropriate balance is desirable. The program should not be offered with on-campus teachers alone; neither should it be sustained at its present level without the involvement of additional campus personnel.

No consideration of graduate programs in other disciplines should be given apart from a study of the college-university issue.

STANDARD 4.E. ADMISSIONS AND RETENTION

A. DESCRIPTION

Admissions standards and policies are carefully SI.1:26 detailed in the College Catalog and are administered by a Director of Admissions. In 1980 recruiting and admitting functions were combined in an effort to provide greater continuity in the process. The admissions office is involved in identifying potential students, providing full information to prospects, recruiting, collecting transcripts and other pertinent materials, and in actual admission to the College. A faculty Admissions and Retention Committee develops admissions policy and serves as an advisory body and arbiter in individual decisions as necessary.

ADMISSIONS REQUIREMENTS: Requirements for admission

SI.1:26 include a high school diploma from an accredited high school with a GPA of 2.5 and the expectation of completion of a typical college preparatory course of study including: 3 years of English, 2 years of foreign language, 1 year of history, 1 year of algebra, 1 year of geometry and 1 year of laboratory science. College regulations provide for remediation where these have not been met.

TRANSFERS: Transfer students from accredited

SI.1:27 colleges and universities with a GPA of 2.00 and verification of honorable dismissal are admissible. The College has articulation agreements with a number of community colleges. Credits from non-accredited schools are evaluated individually. Non-degree credit is not accepted.

Students applying for either freshman or advanced standing not meeting the accepted standards may be admitted provisionally, with appropriate limitations placed on their loads.

(Note: Graduate admissions standards and procedures are described in section D.)

FRESHMEN PROFILE: The following descriptive analysis of new freshmen provides specific data relating to these students.

TABLE 13

FRESHMEN PROFILE**First Time Freshmen Enrollment**

<u>1982</u>	<u>1983</u>	<u>1984</u>
372	375	386

Class ranking of entering freshmen FALL Quarter:

<u>Class Rank</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
Top 10%	11	7	13
Top 25%	26	14	28
Top 50%	42	26	47
Top 75%	56	35	63
lowest quartile	6	9	6
no record	38	56	31

New Student Marital Status

	<u>1982</u>	<u>1983</u>	<u>1984</u>
Married	10%	9%	9%
Single	90%	91%	91%

SAT Scores (% of those taking test)

<u>Verbal</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
1-25	28	26	31	26
26-50	30	27	29	30
51-75	27	29	22	29
76 Above	15	18	18	15

Mathematics

1-25	22	28	27	31
26-50	34	32	33	31
51-75	25	24	25	24
76 Above	19	16	15	14

STUDENT BODY CHARACTERISTICS: The following descriptive analysis of all new students for the five-year span provides additional pertinent data:

TABLE 14
CHARACTERISTICS OF STUDENT BODY
FALL QUARTER

	1980	1981	1982	1983	1984
Head Count Enrollment	1803	1808	1870	1873	1917
Full-Time	1613	1616	1678	1671	1703
Part-Time	190	192	192	202	214
Age Breakdown					
22 or below	1413	1363	1392	1384	1427
23-25	125	123	133	157	163
25 or above	265	322	345	332	327
Men	742	762	819	814	816
Women	1061	1046	1051	1059	1101
Undergraduate	1610	1581	1621	1667	1715
Graduate	193	227	249	206	202
Marital Status					
Married	190	225	234	301	232
Single	1613	1583	1636	1572	1685
Residential/Commuter					
Residential	1199	1137	1165	1174	1211
Commuter	604	671	705	699	706
Ethnicity					
Non-Resident Alien	43	52	42	40	65
Black Non-Hispanic	35	44	49	42	37
Amer Indian/Alaskan	10	21	23	23	18
Asian/Pacific Island	34	42	61	52	44
Hispanic	60	73	82	75	73
White/Non-Hispanic	1621	1576	1613	1641	1680

	1980	1981	1982	1983	1984
Enrollment by Class					
Freshman	579	533	565	575	589
Sophomore	418	425	401	411	425
Junior	338	372	353	375	404
Senior	264	227	289	276	278
Special Undergrad.	11	24	7	22	12
* SPICE			6	8	7
Graduate	193	214	225	190	188
Special Graduate		13	24	16	14
Religious Preference					
Non-Nazarene	1027	1026	1105	1095	1131
Nazarene	776	782	765	778	786
Citizenship					
California	1582	1549	1575	1560	1571
Other States	199	192	232	250	279
International	22	67	63	63	67
FTE Enrollment	1511	1594	1631	1620	1685

* Senior Persons in College Education

ACADEMIC PROBATION: Probation and disqualification SI.1:31 policies are given in the Catalog, administered by the Academic Dean, and followed meticulously. A graduated scale based on accumulated units and minimal GPA for continuance is in use. A note regarding grading procedures which affect probation is in order: Students with fewer than 36 units who fail a course receive a grade of no credit (NC) rather than "F."

Students not making satisfactory progress toward a degree as defined in the Catalog are first placed on probation and after one quarter may be disqualified academically. An appeal provision for review of this decision is in place.

Students disqualified for unsatisfactory scholarship are not eligible to apply for readmission until after the lapse of one regular quarter. Readmission forms are requested through the office of the Academic Dean and the request considered by the faculty Admission and Retention Committee.

FOREIGN STUDENTS: The College admits relatively few SI.1:28 foreign students, typically, 60 to 70 enrolled each year. These individuals must submit evidence of English proficiency through the Test of English as a Foreign Language of the Educational Testing Service.

B. SELF-APPRAISAL

The admissions standards are clear and closely followed. While the standards are lower than some would like, the ability to admit students who have not been high achievers in a former academic situation and yet who give evidence of desiring to become successful students is highly valued by the institution as part of its redemptive purpose. The carefully monitored and meticulously administered policies on provisional admission, probation and disqualification are safeguards against the potential erosion of academic quality as a result of the fairly open admissions policy.

The role of the faculty committee in this area is clear. Yet, the unusual administrative structure presents some problems of coordination between the academic process and the recruiting and admissions process. The problems are not insurmountable but nevertheless surface on occasion.

Needed information about admitted and matriculated students is not conveniently available in accessible form. The present mix of systems (hand and computer) presents a formidable deterrent to the researcher.

The College has not addressed, in terms of present offerings or immediate plans, the national trends relative to declining numbers of typical college-age potential students and the rapid upward movement of the average age of students.

SPICE PROGRAM: One program designed for a special SI.1 group of students should be cited at this point. A program SIV.23 for individuals 65 years and older called Senior Persons in College Education (SPICE) was initiated in 1981. Individuals in the program take courses tuition-free as long as there is room in the particular class. SPICE students must meet admission and performance standards identical to other students.

C. FOCUS ON THE FUTURE

Admissions standards must continue to be appropriate to the institutional purpose. In seeking to serve its primary constituency, the College should seriously question the introduction of highly selective criteria which would result in a perceived lack of responsiveness to its defined constituency base.

Given this projection, continued emphasis on such matters as probation/disqualification policies and procedures, study skills programs, and responsive counseling procedures must be evident.

A practical consideration which impinges upon admissions and, possibly, admission standards is the impacted condition of present residential facilities. Unless an expansion of facilities occurs or a new pattern in the residential/commuter mix is developed, admissions decisions may by default be severely hampered.

In light of the excellent service San Diego community colleges and other public agencies give to the local adult population, it does not appear that this privately-supported institution should attempt to develop programs especially designed for older, part-time students. A possible exception might be special offerings reflecting the unique nature of the school, such as in

philosophy and religion. The SPICE program serves a real need for a small group of older individuals who desire regular, credit-bearing courses leading toward a baccalaureate degree. It should not only be continued, but also be more highly publicized in the immediate area.

INSTITUTIONAL RESEARCH: The need for current, TFII accessible, appropriately formatted data on applicants, matriculants and attriters is critical and must be addressed in the immediate future. It is highly likely that this will not occur unless an office of institutional research is established with appropriate resources. A more clearly defined systems approach to the entire area of recruiting, admitting, counseling and record-keeping is needed. The obvious approach to the development of such a program is to place all of these functions under one administrative area with power to enact coordinative and correlative procedures. The SSSC recognizes the potential of alternative approaches, but calls for restructuring along these lines within one year unless a more viable plan is identified.

With Mexico 20 minutes to the south, a documented ethnic shift in California, and growing ministries of the sponsoring denomination to other racial/cultural populations, the College must more adequately and appropriately address this potential for service and

growth. Linkages with educational institutions in Latin America, the Orient and the Pacific islands should be explored. To do so from the standpoint of admissions alone is not desirable; educational and counseling programs designed to maximize the learning potential of these groups must also be implemented.

STANDARD 4.F. STUDENT LEARNING, ACADEMIC CREDIT, AND
ACADEMIC RECORDS

A. DESCRIPTION

The institution's approach to the awarding of credit and the evaluation of student outcomes is very traditional. Exceptions to commonly accepted standards and procedures are clearly defined and controlled. The College does not currently offer non-credit programs or Continuing Education Units. Auditing is permitted in all courses.

Most courses carry four units of credit and are
SI.1 offered over an eleven (11) week period in each quarter.
The defined quarter includes four days for final
SIV.24 examinations. Classes meeting three days per week meet a
total of 2145 minutes per quarter, and those meeting two
days per week meet a total of 2200 minutes. These
standards are also followed in the summer scheduling.
Courses of different unit value are scheduled
proportionately. Laboratories, clinical assignments and

performing ensembles follow the standard equivalencies of three hours weekly per unit awarded. Exceptions in these areas are on the positive side--not the negative.

Each course syllabus details the evaluation procedures for the course. The norm is for two to three evaluation periods each quarter with a comprehensive final examination. Course evaluations and evaluative procedures are clearly stated and consistent with standard academic process. Grading standards are clearly outlined in the Catalog.

Every student is required to have an interview with an Evaluation Technician in the Registrar's office to confirm that all graduation requirements are fully met. This normally occurs in the fall or winter quarter. Deficiencies require a follow-up session later in the year. Complete records of this critical quality-control procedure are maintained by the office.

There is no provision for credit for prior experiential learning with the following clarifications:

TABLE 15

CREDIT BY EXAMINATION

1. **Advanced Placement:** The College grants four units of credit for a score of three, and eight units of credit for a score of four or five on the College Entrance Examination Board's Advanced Placement Test.
2. **CLEP Tests:** The College grants four units of credit for a score at the fiftieth percentile or higher on the college-level subject examinations. If the test corresponds to a two-course sequence offered by the College, eight units may be awarded for student scores at or above the seventy-fifth percentile.
3. **PEP Tests:** Credit in nursing theory courses may be given through ACT's PEP tests.

Student records are kept in faculty gradebooks retained by the faculty member, in fireproof metal file cabinets in the registrar's office, in microfilm stored in two different places, and on computer tapes stored in two places. The computer tape is in vault-type housing.

B. SELF-APPRAISAL

The College's adherence to normal, accepted standards in student evaluation and credits given is accepted by the SSSC as an established fact. Academic regulations have been followed very carefully in recent years. The evidence is clear that graduates have met the stated requirements in full. For the past five years these procedures have produced commencements without student challenges.

The policies for giving credit for AP and CLEP are both conservative and carefully followed. The use of PEP tests for placement purposes appears to be quite conservative.

Although adequate provisions for storing microfilms SIII.11 and computer tapes of student records have now been made, storage of hard-copy and current data is unsafe and in need of immediate improvement.

EVALUATION: Evaluation of student achievement TFIII.37 across the campus has proven to be quite elusive--a SI.1:29 recurring acknowledgement by many institutions. This College has experienced a degree of grade inflation during recent years establishing, if nothing else, its ability to conform to common practice. The problem has been addressed but apparently not effectively. There is some indication in very recent years that the acceleration has declined and that a plateau may have been reached.

External evaluative indicators are particularly useful to an independent institution. The successful experience of students entering graduate and professional schools is an accepted quality index, as are standardized examinations of various kinds. The following information is relevant to the discussion:

TABLE 16

EXTERNAL QUALITY MEASURES

1. **PREMEDICAL ADMISSIONS (1977-1984)***

TFIII:38	Year	Number of First	Number Admitted
		Time Applicants	(Includes Repeaters)
	1977-78	6	6
	1978-79	5	4
	1979-80	7	5
	1980-81	10	9
	1981-82	6	4
	1982-83	14	13
	1983-84	<u>14</u>	<u>10</u>
	TOTAL	62	51

* Medical admissions is taken to include medicine, dentistry, and osteopathic medicine.

2. **NCAT.** The results of the Medical College Admission Tests are quite positive. The last group of students scored an average of 10.1 on the tests; the national median is 8.0. Incidentally, the mean GPA for this group of students was 3.62, which may mean that local grade inflation is not as great as at other institutions.

3. **CBEST.** Students seeking California Teaching Licenses are now required to take the California Basic Educational Skills Test. 1982-83 figures show a pass rate of 72% for PLNC students compared to the state average of 68%. 1983-84 figures show a pass rate of 72% for PLNC students compared to the state average of 71%.

TFIII:39

4. **Nursing Boards.** All nursing department graduates seeking to be Registered Nurses take the examinations of the California State Nursing Board. The overall pass rate has been 80.6% since the beginning of the program. In 1982 the Board of Registered Nursing went from the State Board Test Pool Examination (SBTPE) of the National League of Nursing to the NCLEX examinations developed by McGraw-Hill. A pass rate of 92.2% on the previous tests dropped to 80.6% on the new evaluation forms.
5. **AACTE Study.** A research project conducted by a panel under the sponsorship of the Association of American Colleges of Teacher Education in 1981 provides an interesting, though somewhat less definitive, statement on student learning and academic standards. This study attempted to identify the nation's best student-teaching programs. Of more than 900 institutions selected for thorough study, four were determined to meet 21 of 24 arbitrarily selected standards. Seven others, including Point Loma Nazarene College, were selected as meeting 20 of the 24 quality-indicating criteria. SIV.6

C. FOCUS ON THE FUTURE

As the College moves toward its announced goal of excellence in every aspect of its operation, continued emphasis upon student achievement is required. Particularly, the College should establish a procedure for collecting, analyzing and reviewing College-wide data regarding student learning and alumni achievement. This data must be available in a central location and maintained regularly. Steps should be taken to ensure that institutional planning adequately considers the data.

A fully fireproof vault for current student records is an absolute must. This must be finished as soon as possible--no later than 1985-86. In the meantime, records should be moved to tape and microfilm on a regular basis and stored in the existing fireproof storage.

The drop in the nursing board examination pass rate must be thoroughly analyzed, causal factors determined and corrective steps taken. The current self-study in progress in preparation for the BRN visit in April 1985 should provide direction for the necessary corrective steps to be taken.

The grade inflation problem must be resolved. Findings of current studies on the topic should be broadly disseminated and faculty encouraged to carefully consider their own contribution to the problem.

STANDARD 4.G. RESEARCH

A. DESCRIPTION

PLNC describes itself as an undergraduate, residential, liberal-arts college with some programs designed for professional preparation. Historically, research has not appeared as a part of the institutional mission statement. Primary focus for the school has been on more typical collegiate activities relating directly to teaching and learning.

It is not accurate, however, to assume that research has not been a part of the school's activities. In the early years of the institution, research tended to be theoretical and theological in nature. A number of individuals contributed definitive works to the body of theological literature in the Wesleyan-Arminian tradition with which the Church of the Nazarene professes identity.

In the early sixties emphasis on research in the Department of Chemistry brought about an active program which has involved over one hundred students in joint research programs with faculty. About a decade later, the biology and psychology departments also initiated research programs. TFIII:43

This scientific research has primarily occurred in the summer and has been supported by outside funds. Over \$348,000 from non-College sources has been received for chemistry research alone. This program has produced a total of 51 research articles during the past two decades. A rather unique aspect of the program has been the cooperation between this College and its sister college, Bethany Nazarene College (Oklahoma) in the summer research program. TFIII:45

College support has been primarily in the form of encouragement, equipment and supply expenditures, load credit for courses in the curriculum which are research-oriented, and sabbaticals and minimal amounts of release time for principle investigators.

B. SELF-APPRAISAL

For a "teaching" institution PLNC has had unusual success in research programs in the sciences. The chemistry program, in particular, has been considered as a model by others and was featured in a recent publication of Research Corporation.

The biology and psychology research programs are largely patterned after the chemistry program. In the past five years, the Biology Department has received \$125,000 in grant money and has involved approximately 42 students in summer research programs.

The positive impact of these programs on students can hardly be overstated. Placement in graduate, medical and dental schools has been very encouraging. Since 1960, the College has placed approximately 150 students in medical and dental schools for an average acceptance rate of 75%. A portion of this success rate is attributed to the research programs and their positive impact on the degree program, the faculty and the students.

Recent commitments by other departments, notably history and political science, to engage in research with students which is integrally related to the curriculum are most encouraging.

C. FOCUS ON THE FUTURE

The integration of research into curricular and programmatic objectives is key to understanding the role of research on this campus. College sponsorship and funding of research divorced from instructional objectives is not given high priority. On the other hand, research activities carried on by faculty and students which is clearly related to the undergraduate learning experience should continue to be encouraged, supported and facilitated.

The College should continue to make facilities and space available for summer research programs. Faculty members should be encouraged to continue to seek outside funds for such research. In order to facilitate the fullest realization of these goals, the College should consider additional forms of support for individual faculty members such as released time, mini-sabbaticals, and other forms of leaves.

Individual scholarship on the part of faculty members must continue to be encouraged and supported without particular regard to "applicability" of the scholarly endeavor. Within reason, adequacy of facilities is a proper concern of the school. Laboratory and equipment support should be provided as permitted by the undergraduate instructional program.

STANDARD 4.H. SPECIAL PROGRAMS AND COURSES FOR CREDIT

A. DESCRIPTION

The overwhelming majority of the instructional
TFIII:47 programs offered by the College are taught on-campus by
SI.1:79 regular faculty members during the announced time periods.
Any program deviating from this statement is clearly an exception.

The College does not operate in any other location with the exception of the Pasadena Campus. No special "delivery systems" are employed. The few alternative teaching-style courses are described in the material which follows.

Four courses are currently taught on a modified self-paced basis. Three of these are in mathematics: Introduction to Mathematics, Intermediate Algebra, and Elementary Functions. A great deal of research preceded

the decision to accept the 1978 proposal to inaugurate the program with Mathematics 100: Introduction to Mathematics. In each case a traditional course is also offered. Internal research indicates that learning in the self-paced approach is fully comparable to the standard lecture/classroom-based approach. Business 301: Business Machines has recently been converted to a self-paced approach. Early indications are that this experiment is also viable.

The College has three programs which it describes as "Cooperative Programs." Each of the three involves other institutions. A brief description of each follows:

1. ROTC: The College cooperates with San Diego State University in offering both Army and Air Force ROTC programs. Participating students enroll for ROTC credit at SDSU and transfer the credits back to PLNC as electives. TFI11:54 SI.1:37

2. Interfuture: Interfuture is a program headquartered in Princeton. It promotes inter-continental educational experiences with rigorous selection and evaluation standards. Three PLNC students have completed this program since its inception. Students receive credit from PLNC following evaluation by the Interfuture mentors. TFI11:53 SI.1:36

3. **American Studies:** The American Studies SI.1:37 program, sponsored by the Christian College Coalition of which the College is a member, involves residential study in Washington D.C. for approximately 14 weeks. Students receive PLNC credit based upon written evaluations of the director and the Interfuture mentors.

B. SELF-APPRAISAL

The College has been conservative in its approach to special programs. Primarily it has authorized only special instructional modes and cooperative programs of proven merit.

The self-paced programs have been carefully monitored. They are restricted to skill areas which are readily measured. Close faculty involvement in these courses helps to prevent potential abuse of the system.

The cooperative programs are of superior quality. The ROTC program is at an accredited institution convenient to our campus. SDSU personnel are anxious to have our students and have consistently facilitated their participation by deferring to our students in such matters as class schedules, calendars, and school functions. Interfuture is a prestigious program with few participants on the West Coast. The careful selection process and the vigorous two-stage research process guarantee a quality

experience for the student and a high level of confidence in regard to program quality. The American Studies program is an established internship program of recognized merit.

C. FOCUS ON THE FUTURE

The SSSC has been impressed by the quality of special programs on campus and supports careful expansion of non-traditional programs. Particularly, involvement with established and respected programs which permit alternative learning experiences under controlled conditions is felt to be highly desirable.

The number of alternative delivery systems on campus should probably be expanded. The presence of sophisticated computer equipment should provide additional impetus to the development of new proposals. The careful study and preparation of the mathematics department in proposing the Mathematics Laboratory is a model other departments should emulate. When departments are given permission to experiment, the APC should continue to require thorough documentation of initial planning and research as well as periodic reports comparing the results to traditional instruction modes. Although the pilot program is still underway, the experiments in the teaching of Freshman Composition are encouraging.

The types of courses most suited to alternative instructional approaches should be identified and regular experimentation conducted. Should experimental efforts warrant, consideration should be given to such potentially controversial approaches as 1) fully self-paced courses with integrated competency tests as evaluation procedures, 2) reduced tuition for fully self-paced courses, 3) a floating calendarization for self-paced courses, and 4) departmental/faculty incentives for developing and implementing such courses.

STANDARD 4.I. TRAVEL-STUDY COURSES

A. DESCRIPTION

The College has offered only three travel-study tours during the past decade. A strict definition of the term would probably eliminate one of these as a TFIII:56 travel-study course. Each was proposed to the APC for approval and was subsequently approved by the Academic Dean.

TABLE 17

TRAVEL-STUDY PROGRAMS 1973-1984

1.	1978	British Isles Literary Tour	12 students
		Credit in either Literature 241	4 weeks
		or Education 330	4 units of credit

- | | | | |
|----|------|---|--|
| 2. | 1983 | European Art Tour
Credit in Art 440 | 5 students
5 weeks
4 units of
credit |
| 3. | 1983 | South African Hospital Nursing
Credit in Nursing 441 | 10 students

5 weeks
4 units of
credit |

The College offers no full-time overseas educational experiences.

B. SELF-APPRAISAL

The College has been conservative in its approach to credit for travel or overseas study. Each of the three instances above reflects the careful work of some individual--usually the department chair. Each proposal was reviewed in terms of academic requirements, time spent in instructional activities and evaluation procedures. In each case the alternative mode of instruction was approved and permission granted. Credit offered was always for an existing course and a comparison with the syllabus and objectives of the course as taught on campus confirmed the decision to grant credit.

Proper precautions were taken to protect students against loss or personal hazard. Refund policies were clearly stated.

C. FOCUS ON THE FUTURE

Protective policies are in place in regard to travel-study courses. Positive policies promoting appropriate educational programs in this area should be developed. Particularly, short-term involvement in other cultures should be an option for many students. The extremely positive reaction to the South African nursing trip is an indication that both students and faculty believe this type of program to be viable.

STANDARD 4.J. NON-CREDIT COURSES

A. DESCRIPTION

TFIII:57 At the present time the College has no programs in this area. Recent attempts to provide Continuing Education Units (CEU) for pastors were not successful.

B. SELF-APPRAISAL

The College's only experiment in this area was not entirely productive. There is interest in both religion and nursing departments in offering programs with CEU credit, although formal proposals have yet to be considered.

C. FOCUS ON THE FUTURE

Although the College does not offer non-credit courses, there is no reason why this could not be done as long as the programs clearly conform to the institutional mission statement. There is reason to believe that the nurses' need for CEU's may constitute a justifiable claim on our resources. Certainly, should a viable program be designed for the active minister it should be given careful consideration.

STANDARD 4.K. PUBLIC SERVICE

A. DESCRIPTION

The College's value commitment to service may be TFIII:57 seen in the involvement of the faculty and students in various forms of service to the publics served by the College.

Church: The College, as an institution, and administrators and faculty, as individuals, have given significant service to the Christian church in general and to the Church of the Nazarene in particular. This service has ranged from congregation involvement to city-wide or area service and to membership on national and international commissions of the sponsoring denomination.

The College regularly sends faculty, students, and student groups to speak and perform for churches and church gatherings. Student internships in youth ministries and church music formalize some of these involvements.

The students participate in special summer ministries sponsored by the Church of the Nazarene and other groups. An indication of the level of involvement is given in the following table:

TABLE 18
STUDENT INVOLVEMENT IN SUMMER MISSIONS

	1980	1981	1982	1983	1984
Summer Interns in churches	25	24	26	31	29
Overseas Missions with the Church of the Nazarene	15	3	4	10	4
Domestic Missions	0	3	1	4	2
Musical Ministries	12	12	11	9	12

The College serves as a focal point for the regional programs of the church, including summer family camps, regional youth meetings, competitions, athletic events and special conventions.

Community: Although privately funded, the College affirms its responsibility to serve the general community. Institutionally, the campus serves as a gathering place for various community groups. The athletic facilities are

frequently used by other groups. During the summer of 1984, for instance, the College hosted the British Olympic Track and Field team, the British Olympic Rowing Team, the Italian track and field team and sponsored an international track meet involving athletes from 24 different nations.

Faculty and administrators are involved in service clubs, chambers of commerce, community agencies, hospitals, YMCA and YWCA boards, and other typical avenues of community service. Leadership positions in Rotary International, Ocean Beach Town Council, educational advisory groups and other such entities have been filled by faculty members and administrators in recent years. Faculty members are regularly involved in such activities as counseling, conducting seminars, professional consultations and performances. Specifically, the president of the California Council on the Education of Teachers and the immediate Past President of the National Association of Intercollegiate Athletics are PLNC faculty. One faculty member has served on the United States Olympic Committee. Others serve on national boards of various organizations.

Cultural and athletic events are regularly held on the campus. An active fine arts program brings guest artists to the campus for musical events and art exhibitions. Thirteen intercollegiate sports provide a broad spectrum of spectator sports.

The educational program of the College touches many aspects of community life and extends the services of the College throughout the greater San Diego area. Students may be found in public schools, in hospitals and community health agencies, and in any number of internship programs. Through the Small Business Association several students each year are involved in special services to area businesses.

Students are involved in organized volunteer service in Ocean Beach; San Francisco; Baja, Mexico; and a number of inner-city community programs.

B. SELF-APPRAISAL

The College has systematically and conscientiously served the sponsoring denomination in myriad ways. Consistent involvement of College personnel is assured through the very close relationship maintained between church and College. Faculty members and administrators are typically committed church members who serve faithfully and frequently. It is therefore quite apparent that this particular claim on their public service should be acknowledged positively.

Since coming to San Diego in 1973, the College has attempted to increase its service to the general community. Throughout the community the College is viewed as a contributing member to the society. Community involvement of the faculty in the community is at a higher level than ever before.

Student involvement in public service is a bit sporadic. Where there are organized College-sponsored or endorsed programs, involvement levels tend to be consistent. Where the programs are student led, involvement tends to reflect the organizational and motivational skills of the students in leadership positions.

C. FOCUS ON THE FUTURE

Recognition that the College is a part of a greater society must be emphasized periodically. While public service as such is not likely to replace other institutional priorities, its importance must not be overlooked. Students tend to respond to programs which have focus on the needs of others, a motivation which must be continually channeled into productive programs.

Acceptance of the College in the San Diego community has been gratifying. This positive asset comes about, in part, because of the significant contribution the College makes to the community through its own programs and personnel. This relationship should be strengthened in the years to come.

PASADENA CAMPUS

A. DESCRIPTION

At the time of the move to San Diego in 1973, a SI.1:129 decision was made to maintain the graduate program in TFI:36 education on the Pasadena Campus. There were two primary factors in the decision: 1) to protect the interests of students in the program and 2) uncertainty regarding the disposition of the property.

The College offers only the MA in education and courses necessary for the basic teaching credentials at this location. Instruction takes place in the library building which was completed shortly before the College moved to San Diego. It is a modern building with full amenities. PLNC leases this space from the new owner of the campus.

A modest book collection is maintained at that facility. The Director of the Pasadena Campus, who makes weekly trips to the San Diego campus, serves as a courier for library materials. Students enrolled on the Pasadena Campus are all non-residential students and tend to use the other major libraries in the San Gabriel valley area which are more convenient to their residences.

ENROLLMENT: Enrollment on the Pasadena Campus is SIV.17 described in the following chart:

TABLE 19

PASADENA CAMPUS ENROLLMENT

	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>84-85</u>
Fall Quarter	63	64	44	43
Winter Quarter	81	57	59	67
Spring Quarter	85	61	60	NA

ADMINISTRATION: The Pasadena Campus program is administered by a full-time director, and a half-time assistant. The director, Dr. David Berry, is a former school administrator with 25 years of experience and university teaching experience. He has been with the program for seven years. One day a week he teaches on the Point Loma Campus.

FACULTY: Twenty different individuals teach part-time on the Pasadena Campus. A brief listing follows:

TABLE 20

PASADENA CAMPUS FACULTY

<u>Name</u>	<u>Highest Degree</u>	<u>Position</u>
Berry, David	Edd	Program Director, Pasadena Campus
Best, Winston	MA	Lecturer
Childs, Jerry	MA	Lecturer
Haney, David	MA	Lecturer
Irwin, Carol	MA	Lecturer
Jenkins, Lee	Edd	Lecturer
Jones, Bobby	MS	Lecturer
Justice, Miriam	MS	Lecturer
Mielke, Erlene	BA	Lecturer
Morwood, Robert	MA	Lecturer
Pearson, Vern	Edd	Lecturer
Potter, Edward	MA	Lecturer
Prescott, Arthur	PhD	Lecturer
Schubarth, Glenna	MA	Lecturer
Switzer, Ed	MS	Adm. Ass't, Pasadena Campus
Vouga, Robert	Edd	Lecturer
Walling, Jess	BA	Lecturer
Young, Ethel	MA	Lecturer
Young, Harold	Edd	Professor

B. SELF-APPRAISAL

The program appears to meet a need in the San Gabriel valley area for a limited number of individuals. Enrollment has changed very little in the past few years.

The decision to have the director teach on the Point Loma Campus one day per week has strengthened relationships with the parent campus. Membership of the director on the Department of Education faculty, the Teacher Education Committee and the Graduate Studies Committee has also assisted in the coordination of the two programs.

The faculty is well-prepared for the instruction expected of them. The use of active school administrators, counselors and psychologists as faculty is quite appropriate. The absence of a core of full-time faculty is assumed to be a limiting factor, but no evidence of problems in this area has been presented.

Financially, the program sustains itself and creates no drain on College resources. The change of ownership of the Campus, a static enrollment pattern, and coordination challenges are factors which bring the continuance of the program into question.

C. FOCUS ON THE FUTURE

Indefinite continuance of the Pasadena program is not assumed by the SSSC. With the announced resignation of the director to accept an appointment in Japan and little growth for several years, it appears that an orderly and purposeful phase-out is possibly indicated. If continued, a careful needs assessment should be conducted and offerings expanded.

CHAPTER X

STANDARD FIVE: FACULTY AND STAFF

GENERAL COMMENT

The institution considers the faculty to be its most valuable resource. In recent years considerable emphasis has been given to faculty recruitment, retention and development. It is the opinion of the SSSC that these efforts have been largely successful and that the present faculty possesses not only the standard earmarks of quality but also the enviable characteristics of stability, institutional loyalty and commitment to the educational process.

Attention is called to the table entitled "A Dozen Years of Progress" in Chapter II. The table which follows provides additional information based on the current year.

TABLE 21

FACULTY DESCRIPTION
(Full-Time)
(1984-85)

	Full Prof. #/%	Assoc. Prof. #/%	Assist. Prof. #/%	Instruc- tor #/%	Total #/%
SV.1 DISTRIBUTION	42/44%	22/23%	24/25%	8/8%	96/100%
TERMINAL DEGREE	41/98%	11/50%	2/ 8%	0/0%	54/ 56%
MALE	36/86%	16/73%	8/33%	2/25%	62/ 65%
FEMALE	6/14%	6/27%	16/67%	6/75%	34/ 35%
TENURED	27/64%	19/86%	0/ 0	0/ 0	30/ 31%
YRS OF SERV.(MEAN)	12.9	7.5	4.5	1.6	8.7
MEAN SALARY(9 MO)	\$30,813	\$24,230	\$19,582	\$16,434	\$25,681

STANDARD 5.A. FACULTY SELECTION

A. DESCRIPTION

Criteria for faculty selection are clear and TPIV:28 well-publicized. A defined process has been developed and SI.4:97 implemented. In recent years, a systematic approach for locating prime candidates has been initiated. Key features include a national search using an "Announcement of Vacancy" brochure and the development of a computerized listing of all known members of the sponsoring denomination who possess the terminal degree.

The process involves campus personnel throughout. When a vacancy occurs, the department and the department chair draw up a description of the ideal candidate. Upon agreement by the academic dean, a brochure is developed, printed and distributed and applications are solicited.

All applications are considered carefully by the department chair and the academic dean. After the candidates have been further qualified a smaller group is selected for more careful study. These candidates are invited to the campus for interviews with the department, the academic dean and the president.

B. SELF-APPRAISAL

The rationalization and improvement of procedures in regard to faculty selection and hiring has resulted in an improved faculty. The selection process is effective. Faculty turnover has more frequently than not resulted in improved strength. The increase in the number and percentage of doctorates is cited as a key indicator of progress. The faculty development program initiated in 1976 has proven to be a positive factor.

Three problems relating to faculty selection have been identified: 1) High housing costs in San Diego which militate against recruitment of prime faculty prospects from less costly areas; 2) More pronounced departmental identities has made joint appointments more difficult; 3) Some misunderstanding regarding the role of departmental faculty in faculty selection and employment still exists.

The institution has addressed housing costs in precise and creative ways: 1) salary levels have been increased, 2) a housing loan program has been developed and implemented, 3) a program of cash allowance for relocation expenses has been implemented, and 4) a program permitting additional cash allowances for "extraordinary expenses" has been inaugurated. These are seen as palliative but not entirely corrective.

Some tension in regards to faculty selection, employment and assignment may be discerned on campus. Although the Faculty Handbook is explicit in its statements regarding the faculty hiring process, some faculty apparently disagree with the policy and desire a more determinative role in the hiring process.

Board uneasiness over the employment of faculty members outside the sponsoring denomination has been openly expressed in recent years. The administration has developed specific programs to identify, qualify and recruit members of the sponsoring denomination to the faculty and some progress has been made since 1976. The primary deterrent has been the contrast between housing costs in San Diego and other areas, particularly the traditional centers of Nazarene population which tend to be rural and Midwestern.

The goal stated in 1976 to have at least one full-time faculty member with a terminal degree in each department has been accomplished except in two departments: in one instance, the individual possesses an MSW which may be considered a terminal degree; and, in the other, a faculty member is actively enrolled in a doctoral program. A minimum of two individuals with terminal degrees for every department became a working objective in 1978. This goal has now been realized in twelve of the seventeen departments.

C. FOCUS ON THE FUTURE

Some of the most significant progress on the campus during the past several years has been made in the areas of faculty selection, retention and development and related policies. The strengthened faculty now employed on the campus is prime evidence for this claim.

The administration must continue efforts to attract strong faculty members. More resources of time and money must be committed to recruitment. Particularly, prime faculty prospects should be identified and qualified earlier than at present, ideally before a vacancy exists.

The faculty development program should be continued and strengthened. As the continuing faculty becomes more stable, the need for renewal and development becomes more critical. The stabilization in this area must enjoy continued support.

The goal of at least one doctorate in each department should be attained by 1988.

STANDARD 5.B. FACULTY FUNCTIONS AND RESPONSIBILITIES

A. DESCRIPTION

Faculty responsibilities are clearly stated and generally understood. Curriculum development, and instructional processes and standards are totally within the faculty province. Freedom to teach without interference is a cherished value on campus. The development and conduct of specific courses is completely the responsibility of the faculty and the department in which the course is taught.

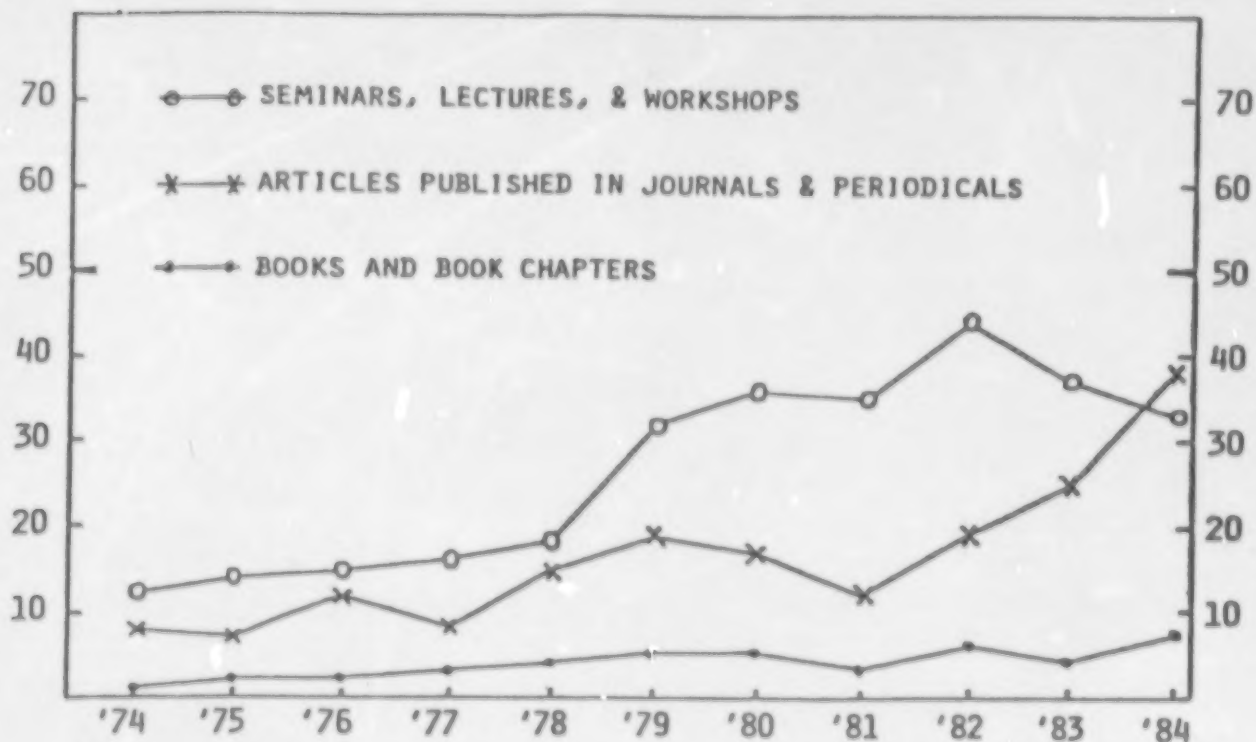
Faculty workloads are admittedly heavy. The normal SI.4:97 justification for heavier-than-normal assignments is the claim to be a teaching institution as opposed to a research institution. The validity of this claim decreases as the amount of faculty and student research increases.

The defined teaching load is forty (40) units per year. This translates into three courses for two quarters

and four courses for one quarter for a faculty member whose assignment is totally classroom teaching. A system of equivalencies for department chairmanship, coaching responsibilities, clinical supervision, performing ensembles, off-campus assignments, and laboratory supervision has been adopted and is in place. In 1984-85 only eleven faculty members actually are scheduled to teach ten courses.

The faculty has been remarkably productive in research and scholarly writing.

TABLE 22
FACULTY PRODUCTION



Primary responsibility for instruction is placed
SI.4:82 upon full-time faculty. A part-time faculty policy was
adopted in 1975. Only 17.6% of the instruction is
conducted by part-time faculty at the present time.

Academic advising is a faculty responsibility. The
SI.4:123 nature of the institution dictates a comprehensive approach
TFIV:47 to advising and counseling. Declared majors are advised by
department faculty. An advising center has been developed
in the Student Development Office as a result of the work
of a Blue Ribbon Panel which studied all forms of advising
and counseling on the campus. This center now provides
academic advising for all undeclared majors. The center
also assists faculty and students in the
advising/registration process through the preparation of
appropriate materials prior to each pre-registration
period. The center supplements the personal, psychological
and spiritual counseling provided by the faculty.

B. SELF-APPRAISAL

Policies regarding faculty responsibilities and
functions have been refined in recent years. Generally,
there is acceptance of these revised statements of policy.

In regard to teaching load, however, there is a
strong feeling that loads are too heavy and particularly
that ten courses per year is excessive. There is an

equally strong feeling that salaries are still less than desirable. To date, no workable compromise of these two dynamically related budgetary factors has been developed.

Innovative approaches to loads should be explored and, if necessary, implemented on an experimental basis. Such ideas as "internal sabbaticals," "committee sabbaticals," and "mini-leaves" should be considered by the appropriate faculty bodies. External funds for sabbaticals should be solicited.

C. FOCUS ON THE FUTURE

The reduction of teaching loads is a primary concern. A unilateral change to 36 units would create a difficult budgetary problem. The SSSC urges the administration to creatively approach the issue. A phased approach may provide a workable key to a solution. Support for research and scholarly writing should be developed. While most of the current research is funded from outside sources, a very gratifying fact, other research is never attempted because of the heavy teaching load and the lack of institutional monies. A general research fund which solicits gifts and grants for this purpose may be a possible solution.

STANDARD 5.C. PERSONNEL POLICIES FOR FACULTY AND STAFF

SI.4 NOTE: Personnel policies for both faculty and staff are contained in their respective handbooks. The Faculty Handbook appears to be more complete than the Staff Handbook; however, specific omissions of needed policies in the latter were not identified through the self-study. This response to Standard 5.C. treats faculty and staff separately.

FACULTY

A. DESCRIPTION

The revision of the Faculty Handbook in 1981 highlighted a number of policies needing revision. Most of these have been revised. Major policy development resulted from the work of two presidential commissions: Tenure and Salary. These policies have been developed, adopted and implemented.

CONDITIONS OF EMPLOYMENT: Procedures and policies for appointment, retention, advancement, and termination as well as grievance and due process are explicitly stated in the Handbook. The policies are fully implemented. A salary scale has been adopted and implemented without TFIV:35 difficulty. A process of placement on the scale was SI.4:72 cooperatively developed and implemented. The Faculty

Salary and Fringe Benefit committee which monitors progress in this area agrees that the new salary policies are fully implemented.

TENURE: The Tenure Commission report prepared a SI.4:99 revised tenure policy, but left with the faculty and administration the responsibility for completing policy development on "growth contracts." This has yet to be completed. The tenure policy is now in operation. A "backlog" of eligible candidates has presented a vexing problem. During 1983-84 the Board voted tenure for six individuals.

A proposed faculty Constitution has been before both the faculty and the Board but has yet to be adopted by the latter.

FACULTY DEVELOPMENT: A faculty development program SI.4:84 for full-time faculty initiated in 1976 provides funds for professional meetings, professional memberships and research and special projects. Each faculty member has \$225 annually for travel and may carry the funds over for two years. Likewise, each one has up to \$60 annually for professional membership dues. Research and special projects grants from this fund totalled \$3,000 in 1984-85.

PERSONNEL FILES: Faculty personnel files are maintained in the office of the Vice President for Academic Affairs. Each faculty member also has an evaluation folder maintained in this office. Collected and collated

materials on the faculty are also kept in summary books. Personnel files are moved to the College archives three years after termination. Policies provide for sealing these materials.

FACULTY EVALUATION: A complete faculty evaluation SI.4:63 program proposed by the Faculty Council was adopted in 1978. The evaluation profile has four components: 1) self, 2) department chair, 3) student, and 4) peer. Institutionally developed forms are used for all except student evaluations. In this area the two approved standardized instruments are SIR and IDEA.

COMPENSATION: The College has made significant strides in the area of compensation for faculty members. Interaction with the commission in regard to salaries is documented in section seven of this report. The mean, nine-month salary has more than doubled since the last accreditation visit going from \$10,907 in 1974-75 to \$25,681 in 1984-85, an increase of 135%. The familiar figures regarding CPI changes during this same period, however, make the increase in dollars far less impressive.

The Salary Commission report of 1979 called for a system of external comparators for judging the adequacy of salary levels. This report was an extension of the "four year plan" adopted by the Board in 1977. The goal is based on mean salaries paid by similar institutions and by San

Diego County public school systems and the step III, Assistant Professor (so-called "hire-in step") of the California state college and university system. Progress has been fairly consistent, but the changing goal has yet to be reached. Major corrections in the CSCUS scale following the lift of the salary freeze raised the goal considerably in 1983-84. The latest faculty study indicates that the 1983-84 mean is \$1812.00 below the composite goal.

B. SELF-APPRAISAL

Improvement in faculty personnel policies and practices has been dramatic in recent years. Earlier tensions regarding perceived inequities have all but disappeared. There is acceptance on campus that salaries are administered equitably. The establishment (or revision) of policies in a number of areas has resulted in a more rationalized and even system.

Salary levels, while improved, are still considered by many to be inadequate. A comparison with other institutions' actual salaries indicates that the problem is more acute at the lower ranks than at the upper. Clarification of the meaning of the word "goal" in regard to salary level is needed.

Progress has been made in the area of tenure with the adoption of a tenure policy and subsequent granting of tenure. The uncompleted growth contract portion of the plan needs to be developed. Recent stabilization of the sabbatical system has been a most welcome improvement. A sabbatical policy was adopted in 1967 but annual funding was simply "squeezed out" of the faculty salary line. Beginning with the year 1984-85, a separate budget for sabbatical funding has been established. The \$40,000 allocated for 1984-85 permitted the granting of six sabbatical quarters. It must be emphasized that the granting of ~~six~~ quarters was possible only because of the cooperation of the departments involved in adjusting offerings to accommodate the additional burden.

While the research output of the faculty has dramatically increased in recent years, the prospect of continued high-level output without release time and financial support is not realistic. Plans for internal funding need to be developed and approved.

C. FOCUS ON THE FUTURE

Continued emphasis upon improving the conditions under which faculty work is critical, the improvement of recent years notwithstanding. The level of funding for research, professional travel, professional memberships,

sabbaticals, and faculty development must continue to increase. Additionally, release time for research and writing as part of the faculty development program will be explored. The stability of the faculty provides a predictable resource but also may permit stagnation, boredom and a lack of forward motion which would be extremely debilitating--and perhaps invisible. Programs which motivate faculty to continued growth and development will be more important in the future than in the past. The concept of "deferred maintenance" now used about physical resources is equally applicable to professional and personnel resources.

Salary levels must keep pace with the general economic conditions and continue to move toward the adopted goal. The potential of scale adjustment to provide relief at the lower levels should be explored.

A number of faculty policies need revision or updating. These include the policies for retirement, aid for graduate study and leave of absence. The Handbook should be thoroughly studied for appropriateness of earlier adopted policies.

STAFF

A. DESCRIPTION

The College is ably served by a dedicated staff.

TFIV:60 The tables which follow provide the reader with an overall description of the College staff. The following list includes all full- and part-time staff by occupation:

TABLE 23

PLNC STAFF

<u>OCCUPATION</u>	<u>NO. of EMPLOYEES</u>
Clerk	9
Secretaries Grade III	32
Secretaries Grade IV	13
Secretaries Grade V	5
Custodial	19
Custodial Supervisor	1
Groundskeepers	7
Groundskeepers Supervisor	1
Painter	1
Painter Helper	1
Printer	2
Auto Mechanic	.5
Photographer	.5
Plumber	1
Carpenter	2
Locksmith	1
Electrician	1
Electrician Helper	1
Electronics Technician	1
Security Supervisor	1
Shop Foreman	1

CLERICAL AND OFFICE PERSONNEL
(Dollars/Month)

GRADE	II	III	IV	V
# employees	9	32	13	5
Average	\$844	\$875	\$859	\$1078
Median Salary	830	875	915	1020
Mid-Point Range	774	852	937	1031

CAMPUS SERVICES PERSONNEL
(Dollars/Hour)

GRADE	III	IV	V	VIII	IX	X	XI
# employees	26	2	1	1	6	2	0
Average	\$4.95	\$5.61	\$5.45	\$8.17	\$8.10	\$8.85	\$9.00
Median							
Salary	4.95	5.35	5.45	8.17	8.06	8.85	9.00
Mid-Point							
Range	4.91	5.40	5.94	7.90	8.70	9.56	10.52

In addition to the normal services required to maintain such a sizable facility, the College also operates a print shop, post office, computer center, graphics design center and security operation. Each of these auxiliary services is staffed with competent individuals, but staffing is felt to be somewhat limited in several areas, particularly in the semi-skilled labor areas.

B. SELF-APPRAISAL

Task Force Four thoroughly studied the College staff. The general perceptions of the study group include the following: 1) more staff is needed in the areas of gardening, building maintenance and dormitory maintenance; 2) the low level of salaries contributes to a higher than desirable annual turn-over; 3) the College must continue to develop clear and public policies in regard to the staff; 4) personnel policies for a group of individuals referred to as "other Professionals" need further study, including the development of a suitable handbook.

C. FOCUS ON THE FUTURE

The growing complexity of the College coupled with increasingly higher expectation levels for services imply a larger and better prepared staff. More stability among this group is desirable. Compensation and recognition levels should be such that an individual feels a sense of fulfillment and satisfaction in the employment situation.

It is the opinion of the SSSC more emphasis needs to be placed on staff development. Additional training programs and more opportunities for professional and personal growth should be provided.

STAFF PERSONNEL POLICIES

A. DESCRIPTION

Personnel policies for the College staff are clear, fairly comprehensive, and public. The Staff Handbook, revised in the fall of 1984, is the basic document in this area.

Job descriptions are in place for every position and are regularly updated. Job specifications (minimum qualifications for a specific position) are less complete.

Salaries are determined through a point/grading system. While levels are lower than desirable, they are within the range provided by the Salary Commission study and are currently within three percent of the target which is based on the San Diego Employers Association annual survey.

B. SELF-APPRAISAL

A great deal of progress has been made in the area of staff policies in recent years, particularly in the area of salaries. A campus Director of Personnel has been assigned the responsibility of improving the policies and practices in this important area.

The staff satisfaction survey conducted by Task Force Four indicates a high level of satisfaction among present staff employees in regard to working relationships.

C. FOCUS ON THE FUTURE

The College needs to make a sustained effort to improve the institutional relationship with its other-than-faculty employees. Means of emphasizing the importance of the tasks being performed should be developed. Activities, programs and a recognition process need to be developed and implemented.

Compensation levels should be increased. The desirability of merit pay for staff is recognized. Staff development programs should be more comprehensive and inclusive.

A thorough study should be made of the "other professionals" or "professional staff." This study should result in a standardization and clarification of matters such as salary, total compensation, benefits, vacation policy, status, and general personnel policies.

Procedures relating to evaluation and performance measurements are uneven and spotty. Policies in this area should be developed and implemented at the earliest possible time.

CHAPTER XI

STANDARD SIX: LIBRARY, COMPUTER & OTHER LEARNING
RESOURCES

STANDARD 6.A. QUALITY OF HOLDINGS

A. DESCRIPTION

Learning resources, the heart of the institution, are symbolically located near the geographic center of the instructional area. Ryan Library is a three-story permanent building of 32,661 square feet (net). It houses the book collection, periodicals, reading and study areas, and technical services. The Instructional Media Center and Computer Center share a separate building, Starkey A. Together they occupy 5,640 square feet of floor space.

Ryan Library contains approximately 181,111 volumes. The IMC contains approximately 133 hardware items SVI.3 and 730 software items. There is seating for 318 students SVI.7 in Ryan Library. (The Computer Center is discussed under Standard 6.E.)

ARCHIVES: Special Collections and the College Archives are housed in the lower floor of Rohr Social Science building, a facility designed as a library for the SVI.6 previous campus occupant. The College has extensive holdings in special collections that reflect the religious and theological heritage of the institution.

COOPERATIVE AGREEMENTS: The College has been using the services of Online Computer Library Center, Inc. (OCLC) for a number of years. In addition, current working agreements exist with the following resources:

American Library Association Duplicates Exchange Program
 CLASS (Cooperative Library Agency for System Services)
 DIALOG Information Retrieval System
 Medical Library Group of Southern California and Arizona
 METRO (San Diego Greater Metropolitan Area Library and Information Agency Council)
 Nazarene Colleges Library Exchange Program
 OCLC (Online Computer Library Center, Inc.)

The Director of Learning Services reports to the Academic Dean. The Instructional Media Specialist and the Archivist are part of the staff of the Director of Learning Services. The Director of Academic Computing reports to the Academic Dean.

LIBRARY PHILOSOPHY: The operating concept of the SI.4:129 library is best described in the "Philosophy of the Teaching Library" adopted in 1980:

The purpose of the library is to support the institutional goals--to provide higher education in the liberal arts and preparation for service and leadership in selected professions. To these ends our services and resources are intended:

- to support mastery of a useful and integrated body of knowledge within a chosen field
- to develop an awareness of the relationship between fields
- to encourage a love of truth and an attitude of open-mindedness
- to instill a thirst for lifelong learning and to develop the skills necessary for further self-education.

B. SELF-APPRAISAL

Both the quality and extent of holdings in books, serials and journals are felt to be within acceptable ranges. As a general statement, software and media holdings are less extensive than desirable.

The major weakness has to do with the physical facilities. The separation of functions necessitated by the limitations of the principal library facility is unfortunate. The lack of study space is severe. Media equipment is in need of both significant expansion and planned replacement. Collection weeding procedures are behind schedule.

The administrative structures for all learning resources (including academic computing) should be consolidated for both efficiency and effective utilization of available resources. A common philosophy of service should be adopted.

C. FOCUS ON THE FUTURE

Completion of the Ryan Library building is critical and the need is immediate. The realistic potential of this occurring through normal operating budgets is recognized by the SSSC. Construction during this decade is felt to be absolutely essential. Sources of funds must be located and planning initiated. The new addition should be at least

the equivalent of the present structure in order to bring the IMC, the computer center, the special collections and the archives into a single, coordinated facility.

The philosophic and administrative merger process should begin immediately without regard to the problems of physical merger. If necessary, a phase-in sequence could be developed and implemented.

STANDARD 6.B. ACQUISITION PROCEDURES

A. DESCRIPTION

Faculty are strategically involved in the TFV:48 acquisition process. A collection policy is being developed and will be implemented in 1985 assuring the continuation of present practice. Librarians distribute to department faculty "Choice" book review cards along with other materials to assist in the book selection process. Each department designates a faculty member to work with a professional librarian in book selections. Department persons are also involved in the collection weeding process.

A rather complicated book formula budget has been in TFV:52 use for a number of years to assure the equitable distribution of available dollars.

B. SELF-APPRAISAL

Present book acquisition procedures are deemed to be adequate by the SSSC. Other than the predictable displeasure with limitations of funds, no major problems are apparent in the area of book acquisitions.

Systematic faculty involvement in software acquisitions is not covered by policy at the present time. The IMC Specialist works directly with departments to receive guidance in this area. A budget process allocates funds to departments for this purpose. To date this procedure has worked without major difficulty, but standardization of the practices is desirable.

Budget increases have not maintained parity with the costs of printed materials. While the total budget (excluding staff salaries) for the library has increased 27 percent in the past five years, the book costs, for example, have increased 58.6 percent.

Policies regarding computer software selection are discussed later.

C. FOCUS ON THE FUTURE

The refinement of acquisition procedures now in progress should be finished. Comparable IMC procedures should be developed, published and implemented. The desirability of a common approach is obvious.

The collection weeding process should be completed. Means should be found to strengthen the ties between departments and their assigned librarian.

College commitment to the maintenance of a learning center appropriate to the school must be reflected in increased dollars for books and other print materials.

STANDARD 6.C. AVAILABILITY AND USE

A. DESCRIPTION

Print materials are readily available to faculty and TFV:42 students. The library is open 84.5 hours per week, with SVI.1 approximately seventy hours of professional staffing available. It is closed during chapel and on Sundays. The IMC is open 52 hours per week. Professional help is available to students at all times that the facilities are open.

Usage of both print and non-print materials has increased in recent years according to the circulation statistics.

BIBLIOGRAPHIC INSTRUCTION: The library initiated a TFV:40 "Bibliographic Instruction" (BI) program in 1979. This innovative approach to the use of the library by learners has resulted in both an increase in usage and a new level of sophistication by the affected users. This developmental program begins with Freshman composition,

progresses to the beginning major course in each discipline, and then to the upper division research courses. The librarian's instruction is integrated into the course and is assignment-oriented. Department faculty and the assigned librarian cooperatively plan and evaluate this aspect of the course.

Increased inter-library loan requests resulted in the initiation of daily courier services to nearby SI.4:131 universities in 1982.

B. SELF-APPRAISAL

There has been progress in the area of effective library usage. The BI approach tends to improve the quality as much as the quantity of use.

The shift in 1977 from one reference librarian to nearly three instructional services librarians and one full-time paraprofessional actualizes the "teaching library" philosophy and has increased the level of service to faculty and students proportionately.

It is believed that limited study space and the inevitable increase of noise levels in crowded facilities is a limiting factor as far as the use of print materials is concerned.

C. FOCUS ON THE FUTURE

The completion of more adequate library facilities incorporating both print and non-print materials will strengthen the educational program through greater use of available resources.

BI should be extended to all departments. Those not involved currently should explore with the library staff the procedure for becoming part of the program.

A master plan for development of sophisticated distribution systems for media should be designed and adopted within the next two years. Exploration of all alternatives should be completed, including closed-circuit television, radio signals, digital phone equipment, and hard-wiring.

STANDARD 6.D. PROFESSIONAL STAFF

A. DESCRIPTION

Both the library and the IMC are ably served by TFFV:61 professional staff. Librarians are faculty-ranked; their SVI.5 benefits and compensation are comparable to classroom faculty. The staff for both facilities is described in the following table:

TABLE 24

LEARNING SERVICES PERSONNEL

AREA	FTE	TOTAL STAFF
LIBRARY		11.5
Professional	5.0	
Paraprofessional	4.0	
Clerical	2.5	
(Students part-time)	(30.0)	
INSTRUCTIONAL MEDIA CENTER		3.0
Media Specialist	1.0	
Service Technician	1.0	
Clerical	1.0	
(Students part-time)	(7.0)	
COMPUTER CENTER		5.0
Director Administrative Computing	.5	
Director Academic Computing	.5	
Coordinator for Administration	1.0	
Coordinator for Academic	1.0	
Technician	1.0	
Clerical	1.0	
(Students part-time)	(7.0)	

The librarians regularly provide orientation for students normally through the BI process. Faculty members receive orientation during new faculty orientation each year.

B. SELF-APPRAISAL

In general, the library and IMC are adequately staffed. During the current year one librarian is on leave and another under-contract librarian was delayed in gaining immigration approval and arrived after school began. These abnormalities placed strain on continuing library staff.

The positive impact of computerized procedures has been considerable. Primarily, it has permitted reassignment of a librarian from technical activities to public services.

Routine technical procedures are still being handled by librarians to some extent. It is felt that paraprofessionals could be used without decreasing the quality of work.

C. FOCUS ON THE FUTURE

Every effort needs to be made to maximize the effective use of the professional librarian's time. A new category of para-professionals in the library should be developed and implemented.

The library should vigorously pursue the opportunities now available for mechanization and computerization of the necessary technical processes. The simplification of purchase order/business office procedures is a critical need.

More staff for the special collections and archives area is needed. With an adequate central facility, it is assumed that this can be accomplished within normal operational procedures. Given the present geographic distribution of facilities, however, this probably means additional commitment of staff.

STANDARD 6.E. COMPUTING SERVICES

A. DESCRIPTION

Both academic and administrative computing services are located in the Computer Center. The Computer Center occupies the south half of Starkey A and a triple-wide relocatable building. These facilities house two computer laboratories, three major mini-computers, an Apple computer network, and offices for the computer center personnel.

COMPUTERS: Computers available include: 1) a Data General MV10,000 with 12 megabytes of main memory, 350 megabytes of disk storage, a tape drive, 62 terminals and 3 graphics stations; 2) three General Automation 16-420 mini-computers with appropriate peripherals; 3) over 40 micro-computers, 28 of these coupled in a Corvus network. TFV:70 SI.4:118

PERSONNEL: A full-time director of computing services divides his time between administrative and academic computing. A support staff of four individuals assist in this center. Additionally, the six faculty in the Department of Mathematics and Computer Science are active in the work of the center.

FACULTY COMPUTER PROJECT: During the school year 1983-84 the administration provided a program of support for faculty purchase of micro-computers. The Computer Age Teaching (CAT) project allocated funds to permit the purchase of uniform equipment (Apple IIe's) and software by faculty members. Faculty were able to purchase the TFIII.5 TFV:77

complete computer set-up on an interest-free, payroll deduction basis at the negotiated cost of the major purchase. Forty-two faculty participated in the program. Participation required these individuals to attend training classes. Also, there are built-in monetary incentives for individual faculty members to use the campus computers in an instructional mode. Already over twenty of those faculty have involved their students with computer-assisted instruction involving the Apples.

B. SELF-APPRAISAL

By any standard, the College has made major strides in the area of academic computing. The facilities and equipment purchased in recent years are considered as models by the College. Frequent visitations from other colleges reinforce this perception. Over one million dollars has been spent by the College on computers and computer facilities since 1977. The new Data General is considered to be a state-of-the art computer and it is supported by sizable software holdings.

The move to propel faculty forward into a more active role in academic computing was a creative--and successful--act on the part of the administration. With nearly one-half of the faculty owning identical micro-computers and financial incentives to learn and use

this new teaching tool, the computer center has become very busy. Many departments are now using the computer center in a variety of applications.

The computer science major is adequately supported by both equipment and programs.

C. FOCUS ON THE FUTURE

Predicting in such a volatile area as computing is risky and somewhat frightening to laymen. The SSSC enthusiastically commends the institution for its forward-looking moves during the past two years. Particularly, the creative incentive for getting faculty on micro-computers is worthy of commendation.

The work of the academic computing center should be supported consistently in the years ahead. It is probable that faculty access to terminals in their offices is a reasonable next step in the process. Administrative computing is presently functional but nearing the limitations of the equipment and hardware. The General Automation equipment has become dated and difficult to repair, but is still meeting the needs without major difficulty. The availability of twin central process units (CPU's) on the administrative system permits risk-taking in terms of equipment failure.

The need for adequate funds to maintain the present holdings is stressed. Unquestionably, extended down-times on the main academic computer are potentially devastating.

Campus committees need to be revised in order to bring more teaching faculty into the decision-making procedures for academic computing.

CHAPTER XII

STANDARD SEVEN: STUDENT SERVICES AND STUDENT ACTIVITIES

As a residential college, PLNC places strong emphasis upon the quality of its student services. The SVII.1 student development area is headed by a dean for student development, assisted by five professional associates. Each of the seven dormitories has a full-time head resident as well as student assistants. The College maintains a broad range of activities for both resident and non-resident students.

STANDARD 7.A. CO-CURRICULAR EDUCATIONAL GROWTH

A. DESCRIPTION

The College believes that it fulfills its own stated purposes best with students who are full-time, undergraduate and residential. The importance of other-than-classroom learning is stressed in many ways. The increase in the number and quality of full-time professionals assigned to residential life and student activities is indicative of the College's support of this vital area. Both the range and quality of student services have increased in recent years.

In 1977 the student services area was reorganized and functions reassigned, resulting in a more professional approach. A newly remodeled facility was provided in 1980 permitting most functions to be housed together. The student health center and admissions still have separate buildings. Financial Aid is located in the Business Office area.

Policies and regulations pertaining to student life SVII.7 are found in the Mascot, a student services publication which is revised annually, as is the College Catalog.

SPIRITUAL LIFE: The College takes its SVII.7 responsibilities for providing opportunity for spiritual SI.1 development very seriously. A consistent commitment flows from the Articles of Incorporation to the By-Laws of the Board of Trustees to the Catalog and its statement of Institutional Purpose and finally to daily campus activities. A college chaplain, with an assistant, directs religious activities for the campus community. Required chapels are held three days a week. In addition, during each quarter there is a special religious emphasis week. Less formal activities of a religious nature such as Bible studies and discussion groups are encouraged.

SPORTS: The College has an active intramural program and competes in thirteen intercollegiate sports. SI.S:14 The athletic director reports to the dean for student TFVI:71 development. A balance of programs is provided. The College complies fully with Federal regulations in regard to its athletic programs.

STUDENT GOVERNMENT: Student government is headed by the Associated Student Body (ASB) Board with a full set of SVII.1 officers. The ASB interfaces with the student services SI.1:14 staff through the associate dean for community life who serves as an advisor to the student officers. A full range of activities is sponsored by students through ASB, the class organizations, and campus clubs. The ASB sponsors a number of concerts each year as well as seminars on various topics of interest.

STUDENT PUBLICATIONS: Students publish a biweekly newspaper, The Point, and an annual, the Mariner. They are SVII.4 assisted in these publications by the Publications Board SI.1:14 and faculty advisors. Journalism courses tied to these student publications allow academic credit for those actively involved.

B. SELF-APPRAISAL

The College believes its student services programs to be particularly strong in the area of co-curricular educational growth. The developmental philosophy of this department has positively effected the design of new programs. Students regard members of the student services staff as "friends" and the student services building as the location of valuable resources.

Unfortunately, the cultural affairs program was deleted in an economy move in 1979. The present administration has restored the funds and plans for an active program in 1985-86 are underway. Both faculty and students decry the loss of this critical aspect of college life.

C. FOCUS ON THE FUTURE

The major needs in this area are capital needs. A Campus Life Center must be completed as soon as possible. The need for such a facility can hardly be overemphasized. The greatest single deterrent to effective residential life programs on the campus is the lack of an adequate central facility for student activities. Construction of this facility was projected earlier and architectural studies completed. Unfortunately, the expenditures for the chapel/auditorium project have exceeded projections and the

funding for the campus center is not in place. The SSSC calls for the immediate restoration of the campus center building to a place of preeminent priority.

The cultural affairs program should be fully funded and commitments made at least two years in advance in order to provide adequate planning/booking time. The completion of the new chapel/auditorium with its capability for performance arts productions should greatly enhance this program. As a supplement to this program, the cultural affairs committee should seek to provide other cultural events which may not require significant outlay of funds. The currently operating "Gallery Program" of the art department is a good example of such a program.

One of the very fortunate circumstances of the past four years has been the availability of significant sums of money to support various student services through a series of grants under Title III of the Higher Education Act of 1965. A number of excellent programs were initiated including career planning, learning skills center, tutorial programs and special reading programs. The non-renewal of this grant has had an adverse effect on some of these programs although the College has maintained them at a minimal level. This reduction of services has been particularly felt in the area of learning skills.

STANDARD 7.B. SERVICES TO STUDENTS

A. DESCRIPTION

The College provides a full range of traditional services for its students. Expansion of services in recent years attests to the school's commitment to its students.

ORIENTATION: Orientation programs for new students TFVI:18 are carefully planned. There is a complete and thorough introduction to the school, its programs, and its ethic. In 1977 the College began a summer orientation/advising program called "Summertime" which has proven to be very effective. New students and their parents are on campus for a two-day program dealing with all aspects of the school. Each student meets with a faculty advisor and plans his/her academic program for the coming year.

ADVISING: PLNC has adopted the concept of "life TFVI:12 advising" developed by Dr. Ed Watkins, Director of the National Institute of Life Advising. Extensive efforts have been given to computerizing the process. At the present time eleven departments are on-line with the program. The process begins with interviews conducted as part of the "Summertime" orientation program. Life-Advising provides for students a complete holistic approach to career and educational planning. Our program

has been identified as a model by Dr. Watkins and has been observed by a number of other institutions. The advising center is housed in Student Services and is under the direction of the dean of student development.

COUNSELING: Multiple types of counseling services are available to students. The Dean for Student SVII.1 Development is a counselor and psychologist by training. TFVI:12 The Associate Dean for Counseling devotes full time to the counseling needs of students. Referral arrangements to off-campus psychological counseling clinics are in place and used as necessary.

A "peer counseling" program was initiated a number of years ago and is now part of the regular student services program. Twelve students, selected annually for participation and given intensive training from student services personnel, immeasurably extend the effectiveness of the program.

Full information on all student services programs including guidelines for conduct, student rights, student organizations and due process is contained in both the Mascot and the Catalog.

HEALTH CENTER: The health center is staffed by a TFVI:48 full-time nurse with a nurse on call at night. Physician SVII.1:14 services are available three to six hours per week. In addition the athletic department employs the services of a physician who specializes in sports medicine.

PLACEMENT: Career and placement services are TFVI:35 provided through the office of Student Development. SI.1:11 Personnel include a professional located in the Student Services building and a teacher placement officer located in the Education Department office complex. Career programs and seminars for students are conducted on a regular basis. A coordinator of student employment gives full time attention to obtaining jobs for students. This program has been particularly successful.

FINANCIAL AID: The Financial Aid program, TFVI:78 administered by a Director of Financial Aid and four SI.1:19 assistants, is presently housed in the business office and the director reports to the comptroller. Approximately 70% of the student body annually receives financial aid. Financial Aid policies conform fully with applicable Federal regulations. Refund policies are clearly stated, fair and in conformance with standard practices. These are printed in the Catalog and are repeated each quarter in the daily Alert.

DINING HALL: A central dining facility provides TFVI:64 food service throughout the year. The building and equipment are College-owned, with the actual food service being provided by a contractor who has been with the College for 16 years.

BOOKSTORE: The College bookstore is located in a small building in the center of the campus. Its stock TFVI:68 includes all adopted textbooks, resource materials, books of general interest and sundries.

B. SELF-APPRAISAL

The College's emphasis upon serving its student clientele has resulted in programs which are appropriate to the needs of the student body and are efficiently and effectively administered. The quality of the professional staff is particularly commendable. There is evidence that the students believe they are well-served.

The present physical arrangement of these services is less than desirable. The student services building has been pleasantly redecorated but is too small to house all of the services. It is essential that a central facility house all student services including those now located in the student services building, the financial aid operation, admissions, the bursar, and health services as well as provide facilities which would help address student's social and developmental needs.

CAFETERIA: The present dining hall/cafeteria facility is over-extended. The dining area was not designed to handle the numbers now being served. There are no lounges, meeting rooms, game rooms, or television viewing areas. An "Open Caf" program has been initiated to provide some special opportunities in the evenings. In short, the building provides an eating place that is very crowded.

Support for functions formerly funded by Title III must be institutionalized. An admissions policy which is essentially open places great responsibility on the College to take every step necessary to ensure the success of admitted students. The recently inaugurated life-advising system appears to provide a bridging mechanism in this area.

HANDICAPPED: A complete assessment of the TFVI:57 facilities in terms of access for the handicapped has been TFVII made. All campus buildings were built before the adoption of current regulations regarding handicapped access, but corrections of pre-existent conditions have been made. At the present time it is possible for the College to serve handicapped in an effective manner within both the spirit and letter of the law. A number of severely handicapped individuals have indeed completed their education at the school without major adjustments.

One remaining potential problem is the absence of an elevator in the Rohr Science building. By changing the location of classes it has been possible to serve wheel-chair bound students without difficulty.

C. FOCUS ON THE FUTURE

The Board of Trustees, administration and faculty should continue full support of the programs initiated in recent years. Particularly, services must continue to be delivered to the student in a manner which is non-bureaucratic and accessible. This implies the consolidation of all the programs under one administrative head and in one facility.

Of particular importance is the need to make the Financial Aid program a student "service" in appearance as well as function. The SSSC calls for the program to be placed under the Dean for Student Development and housed in a more accessible and inviting facility.

Funding problems for the new student center must be resolved. Construction of this facility is long overdue and must be given proper priority by the Board and the administration. Students cannot be expected to continue to contend with the inadequacies of the present building for an unlimited period of time.

An elevator should be installed in the Rohr Science facility for both access of handicapped students and for the safety of the individuals who must transport dangerous materials to the chemistry department located on the third floor.

STANDARD 7.C. STAFFING

A. DESCRIPTION

Staffing for student service functions is described in the following table. The table also indicates the level of academic preparation for the professional staff.

TABLE 25
STUDENT SERVICES PERSONNEL
1984-85

AREA			TOTAL
GENERAL			10
PROFESSIONAL (6)		HIGHEST	
TITLE		DEGREE	
Dean for Student Dev.		PhD	
Assoc/Dean Counseling		MA	
Assoc/Dean Res. Life		MA	
Assoc/Dean Comm. Life		MRE	
Dir. Health Services		RN	
Dir. Career Counsel./Plac.		MA	
SUPPORT (4)			
Coord. Student Employment			
Secretaries (3)			
RESIDENTIAL LIFE			52
Associate Dean*	(1)		
Head Residents	(7)		
Stud. Res. Assists.	(44)		

AREA		TOTAL
COMMUNITY LIFE		
Associate Dean*	(1)	1
HEALTH SERVICES		4
Director*	(1)	
Part-time Physicians	(3)	
FINANCIAL AIDS		6.5
Director	(1.0)	
Counselor	(1.0)	
Technician	(2.0)	
Clerical	(2.5)	
CAREER COUNSELING AND PLACEMENT		1.5
Director*	(1.0)	
Teacher Placement	(0.5)	
STUDY SKILLS CENTER		1
Director	(0.1)	
Student	(0.5)	
Tutors (part-time)	(0.4)	

*Also listed under GENERAL

B. SELF-APPRAISAL

In general, both the number and the quality of staff in the student services area is felt to be adequate. During the current year additional resident assistants have been added to one of the dormitories thus correcting a critical need which became apparent during the self-study process.

Additional professional time is needed for the study skills center with a resulting increase in the level of the program.

C. FOCUS ON THE FUTURE

Staffing for the study skills center should be increased. The SSSC believes that this increase should be given serious consideration for the 1985-86 school year.

CHAPTER XIII

STANDARD EIGHT: PHYSICAL RESOURCES

STANDARD 8.A. INSTRUCTION AND SUPPORT FACILITIES

A. DESCRIPTION

Point Loma Nazarene College is located on an historic and beautiful site on the western slope of the SI.1 Point Loma peninsula overlooking the Pacific Ocean. The Tfvii campus of approximately 90 acres was first established as an educational site by the Theosophical Society of America and has been occupied since by Balboa University, and California Western College of the United States International University. The move of Pasadena College to this location occurred in 1973.

A number of the original wooden buildings are still in use. Some are of significant historical interest. The utility of these buildings for this institution varies. Most have been improved and are in good repair, but some still lack desirable amenities.

Since 1953, twenty-six modern buildings have been constructed on the campus and are in daily use. These are, for the most part, of permanent materials and meet adequate standards of safety, design and functionality. The buildings are described in the following chart.

TABLE 26

ADMINISTRATIVE AND GENERAL PURPOSE BUILDINGS

NAME/CONSTRUCTION DATE	FUNCTION
Mieras Hall (1900)	Administrative Offices Business Office Financial Aid
Records Center (1900)	Registrar
Admissions Center (1900)	Admissions
Ryan Library (1961) (Memorial gifts of Ryan Aeronautical Foundation and David Claude Ryan Foundation)	College Library
Prescott Prayer Chapel (1973) (Named by the student body in honor of the late Lyle Prescott, missionary alumnus)	Individual Prayer and Meditation
Student Service Center (1900)	Student Services Student Body Offices Chaplain
Golden Gymnasium (1962) (Gift of Morley, Robert and Kenneth Golden families)	Athletic Events Chapel Major Concerts and Lecturers
Salomon Hall (1962) (Gift of Colonel and Mrs. Irving Salomon)	Little Theatre Drama, Speech
Goodwin Memorial Chapel (1955) (Named for Mrs. Percy Goodwin in recognition of gifts by Mr. and Mrs. Ewart W. Goodwin)	Religious Services Musical Events Music Classes
College Dining Complex (1956)	Dining Hall and Student Center Faculty Dining Room President's Dining Room
College Bookstore (1915)	Bookstore and Supplies

NAME/CONSTRUCTION DATE	FUNCTION
Campus Post Office (1905)	Postal Services
Student Health Center (1910)	Health Services Security Copy Center
Physical Plant Building (1970)	Maintenance Purchasing
Administrative Annex (1977)	Public Information Word Processing Alumni Affairs Title III Office of Institutional Advancement

TABLE 27
CLASSROOM BUILDINGS

Starkey A (1956)	Instructional Media and Computer Center
Starkey B (1956)	Department of Nursing
Starkey C (1968)	Early Childhood Center
Boney (1966) (Gift of Mr. and Mrs. Henry Boney)	Lecture Hall (Theatre in the Round)
Gymnasium Annex (1964)	Physical Education
Cabrillo Hall (1900)	Department of Music
Wood Hall (1960)	Music Classroom and Studios
Schnell Hall (1960)	Music Rehearsal Room
Evans Hall (1960) (Named in recognition of benefactors of Mr. William H. Evans)	Departments of Education and Home Economics

NAME/CONSTRUCTION DATE	FUNCTION
Taylor Hall (1958) (Named in honor of Mr. Robert J. Taylor)	Department of Literature and Languages
Rohr Building (1963) (Gift of Mr. and Mrs. Fred Rohr)	Departments of Philosophy and Religion, History and Political Science, Business/Economics, Sociology Library Special Collections
Rohr Science Hall (1966) (Gift of the Rohr family of San Diego)	Departments of Biology, Chemistry, Mathematics and Computer Science, Physics/Engineering, Psychology

TABLE 28
RESIDENCE HALLS

All residence hall names were transferred to the Point Loma site from the Pasadena campus representing the former tradition and location of the College.

Nease Hall (1961). Women Students (Named in honor of Orval J. Nease, former College President and General Superintendent of the Church of the Nazarene)

Donna Finch Hall (1961). Women Students (Named in honor of his late wife for President Oscar J. Finch)

Wiley Hall (1961). Women Students (Named in honor of H. Orton Wiley, former President)

Young Hall (1964). Men Students (Named in honor of Mr. and Mrs. Marvin Young)

Klassen Hall (1961). Men Students (Named in honor of the late Gus Klassen)

Hendricks Hall (1964). Men Students (Named in honor of former President A. O. Hendricks)

Goodwin Hall (1964). Women Students (Named in honor of former General Superintendent John A. Goodwin)

Colony Apartments - Married Students and Faculty - Off Campus

The College purchased physical resources in 1973 which were in neglected condition. The College has vigorously pursued a policy of ensuring the adequacy of its physical facilities through rehabilitation and renovation to an acceptable standard of livability. It has pursued this policy despite the continuing necessity for major investment in repair and maintenance.

During the past decade six of the buildings have had major renovation. A total of \$4,099,820 has been spent on capital improvements during this time--none of it on new construction, with the exception of the new parking lot.

A major campus building is currently under construction by the College and the San Diego First Church of the Nazarene. This \$4,000,000+ building, scheduled for completion in September 1985, will provide sorely needed facilities for 1) religious services of the congregation, 2) chapel services for the faculty and student body and 3) major musical productions. Joint venture on this new building includes the contribution by the College of land and one-half (\$2,000,000+) of the building cost.

B. SELF-APPRAISAL

The campus itself is certainly one of the most beautiful physical settings one could desire. It is delightfully located with the Pacific Ocean in full view with all of the accompanying benefits of temperature moderation, pleasant weather and beauty associated with such a semi-tropical location. The campus terrain is irregular with a sizable proportion unusable for building sites.

The campus is heavily planted with trees, shrubs and greenery of all kinds--a most welcome contribution by members of the founding society. The campus has received the All-America Garden Award for its landscape beauty.

The modern buildings all meet safety, design and functional standards. Most building interiors have been renovated since the move. Building exteriors are constantly in need of attention because of the ocean environment.

All classrooms have been brought up to minimal standards, including paint and repairs, carpet, a common campus color scheme, and modern lecterns. Some have light control potential; most have overhead projectors.

Faculty offices have been brought up to a campus standard, which includes the following: a minimum of 100 square feet, desk chair, visitors' chairs, file cabinet, telephone, bookcases and carpet. Each full-time faculty member has a private office. Part-time faculty members sometime share an office.

Building maintenance and custodial care have improved in recent years but are still below desirable standards.

A campus safety committee meets periodically and has reviewed the campus from a safety standpoint and generally defines our facilities to meet acceptable standards. Two exceptions exist: the dressing areas in Salomon Hall and Rohr Science.

A number of the buildings need major renovation, including dormitories, Boney Hall and Cabrillo Hall (if practical to restore as an historical site).

Several facilities must be built in order to adequately care for campus needs. It is believed that the needs can not be met through renovation or remodeling. The addition of the chapel/auditorium meets a need of long-standing.

C. FOCUS ON THE FUTURE

Task Force Seven conducted a thorough, thoughtful and time-consuming assessment of physical resources. A theoretical framework for decision-making was developed. In short, their materials provide a means for focusing on the future of the campus which has been sorely lacking. As a result of their findings, a new approach to campus master-planning has been adopted and implemented. This process is currently in operation. A major architectural and campus planning firm has been engaged and is conducting a complete study of the campus and its needs. This should be completed within this fiscal year.

Focus on the Future under Standard 8.C. contains extensive recommendations relating to all sections of Standard Eight.

STANDARD 8.B. EQUIPMENT

A. DESCRIPTION

In general, equipment holdings are appropriate to TFVII the curriculum. A department-by-department survey indicates that equipment sufficient to enable instruction in the various programs is available. The notable exception is the lack of an equipped darkroom for the photography course in the art department.

In terms of computers and computing capacity the College has provided equipment of high quality and recent TTV vintage.

The physical science departments have the normal component of laboratory equipment as well as some particular items which might not be expected in a small college. Some of the latter include an electron microscope, nuclear magnetic resonance instrument, and a mass spectrometer.

The College owns a 47-passenger cruiser, a 21-passenger bus, 13 vans, 11 trucks and 5 cars. A fully equipped maintenance facility is located on the western edge of the campus. A print shop with modern equipment and a post office support the instructional process. Xerox machines are available at several locations throughout the campus.

B. SELF-APPRAISAL

While the College has adequate equipment to support the curriculum, including some items of very high quality and recent purchase, much of the equipment is old, out-of-date and cannot be assumed to be serviceable indefinitely. The exceptions to this statement are the new academic computer, the electron microscope, some chemistry and biology equipment purchased primarily as the result of

outside dollars, and the new typewriters and business machines in the business department. Most of the remainder of the instructional equipment now in use on this campus came with the College from Pasadena.

The lack of budget for equipment items in the years 1980-1982 compounded a perplexing problem. In both 1983 and 1984 a total budget allotment for equipment of \$100,000 was committed. The president raised an additional sum through his own initiative. However, the accumulated needs have placed great strain on the available dollars.

From the standpoint of safety and dependability, the use of older vehicles is strongly questioned. This equipment must be periodically replaced, especially if used to transport students.

C. FOCUS ON THE FUTURE

The College must take immediate steps to plan for the methodical replacement of aging equipment. Safety factors should receive primary priority. An equipment budgeting process must be adopted which is realistic, public and acceptable to the campus community. Policies regarding loss by theft and equipment failure must be developed.

The rapid advancement in our technological society places a real burden on educational institutions to maintain parity with other societal structures. It is probable that new funding sources will need to be developed in order for this need to be met adequately.

STANDARD 8.C. PHYSICAL RESOURCE PLANNING

A. DESCRIPTION

A campus "master plan" has been in existence for TFCVII:94 some time. The planning originally done for the Pasadena Campus was, in essence, superimposed on the newly acquired facility.

In relation to the need for new construction, reliance on capital fund campaigns to raise the needed finance has been the normal practice. This has proven to be problematic.

The Board of Trustees has been active in the process of campus planning and has addressed itself to the topic on various occasions.

B. SELF-APPRAISAL

The master plan and its revision which now exist were developed with inadequate participation (and thereby ownership) on the part of the various campus constituencies. The campus plan model appears to give inadequate attention to segments of the campus and has therefore its viability come into question.

The new approach to master planning originating as an outcome of the self-study is a step in the right direction. The involvement of campus personnel is particularly commendable.

The construction of a chapel/sanctuary, while badly needed as a worship center, has also brought into focus some very obvious problems relating to campus utilization, traffic patterns, and land use.

Provisions for handicapped students have been successfully completed with the exception of Rohr Science.

C. FOCUS ON THE FUTURE

The recommendations which follow relate to all of the sub-sections of Standard Eight. As summarized here, they address the future in very specific ways.

SUMMARY OF RECOMMENDATIONS

- A. **Planning/Decision-making Recommendations**
1. A Comprehensive Master Plan developed which is more than a building identification and site plan.
 2. A campus design program inaugurated, possibly using a review committee and design competition.
 3. A Deferred Maintenance Review procedure adopted.
 4. A stabilized equipment budget procedure developed.
- B. **Priorities Recommendations**
- Priorities for renovation and construction begin with SAFETY, and then move in order of descending importance through STUDENT RETENTION (sufficient residential space provided), TEACHING EFFECTIVENESS (elimination of inadequate teaching facilities and equipment), ENVIRONMENT ENHANCEMENT (buildings should be psychologically warm and attractive), PROGRAM COMPLETION (facilities not in existence but necessary for an approved and existing academic/administrative program), EXCLUSIVE USE (lowest priority on general funds should be for buildings used exclusively by one department).
- C. **Land Use Recommendations**
- The greenbelt preserved and buildings sited so as to create a unified campus rather than one divided between a "heart" and "periphery." Housing for faculty and staff located off-campus if possible or remain transitional if on the campus.
- D. **Design Element Recommendations**
- The design of future buildings include the following principles: Scale (relatively small), Three Dimensional (porches, decks, arcades, exterior stairs), Openness (windows, patios), Horizontal (rather than vertical lines), Natural Features.
- E. **Circulation Recommendations**
1. The central part of the campus devoted to buildings and pedestrians, with appropriately situated malls and discussion areas.

2. Vehicular traffic moved to the periphery, with emergency vehicles' access provided.
3. The primary ingress to the campus at Dupont with Lomaland as a secondary ingress if needed.

F. Preservation/Renovation Recommendations

A preservation/renovation element be included in the Comprehensive Master Plan.

G. Utilization Recommendations

More classes scheduled in afternoon and evening periods, and perhaps some on Saturday.

H. Safety Recommendations

1. Salomon Hall--fire extinguishers in dressing rooms, stairway lights, exit from dressing rooms
2. Rohr Science Building--service elevator for transportation of hazardous materials and handicapped students
3. Young Hall--exterior showers to deter use of dormitory showers by surfing public

I. Upgraded Standards Recommendation

1. General policy--the College adopt and continue to move toward the upgraded standard of facilities and equipment identified by Task Force Seven.
2. Boney Hall--the Space Utilization Committee's 1982 recommendations be implemented immediately until the building can be renovated.
3. Cabrillo Hall--the building either be converted to other more appropriate uses or substantially renovated as the only way to achieve an upgraded standard.

J. Study Facility Recommendations

1. The study rooms in the dormitories be immediately improved to make them more conducive to study.
2. A 24-hour study area be arranged somewhere on-campus.

K. Equipment Recommendation

A detailed study of actual instructional and service equipment conducted within the next year, and a master plan approved for upgrading and replacing as needed.

- L. **Construction/Renovation/Addition Action Agenda**
 New construction, additions, and renovations are needed throughout the campus. The following list is a priority listing with suggested time frames. Should designated funds become available, priorities could be advanced with no injustice to the SSSC's recommendations.

FACILITIES	CONSTRUCTION RENOVATION ADDITIONS
Dormitory Study Rooms	1984
Campus Community Center	1985-90
Music Building	1985-90
Library Addition	1985-90
New Dormitory Rooms	1985-90
Restrooms in all public areas where they do not presently exist	1985-90
Salomon Hall Fire Exit	1985-90
Biology Greenhouse	1985-90
Elevator in Rohr Science	1985-90
Psychology Department Facilities	1985-90
Keller Hall Classroom, Storage, Photography Laboratory	1985-90
Campus Services Storage/Work Area	1985-90
Business Office	1985-90
Cabrillo Hall (if not razed or moved)	1985-90
Dormitory Commons Area	1985-90
Copy Center (if not moved)	1985-90
Boney Hall	1985-90
Gymnasium Floor	1985-90
Aquatics Center	1991-95
Faculty/Student Research Rooms	1991-95
Physical Education Training Rooms	1991-95
Faculty and Administrative Offices	1991-95
Language Laboratory	1991-95

CHAPTER XIV

STANDARD NINE: FINANCIAL RESOURCES

STANDARD 9.A. SUFFICIENCY OF FINANCIAL RESOURCES

A. DESCRIPTION

The College has operated within its budget for the SIX past nine years and has had a surplus of income over expenses in fifteen of the past eighteen years. At the time of the move to San Diego in 1973, an annual operating loss was projected for a period of five years. However, the Board of Trustees mandated a balanced budget at the close of the third year and the administration has lived within that policy each year since.

During this decade the size of the annual budget has increased by 182% to the 1984-85 total of \$11,370,446. By contrast, student charges for a full load including room and board have only increased by 122% to a total of \$6,639 for 1984-85. Giving by the sponsoring denomination for current operation through the educational budget allotted by the eight districts of the Southwestern Educational Region has increased by 235% to a total of \$1,330,359 for 1983-84.

SOURCE OF FUNDS: The school is heavily dependent upon student income with \$8,825,902 (77%) of the 1983-84 budget coming from tuition, fees, room and board. In total dollars, the next highest source of income is from the Church of the Nazarene. In addition to the annual educational budget, the church has also given a total of \$1,576,179 for capital improvements since 1973. Gifts and bequests from other sources account for 1.2% of the 1983-84 budget for a total of \$136,765.

TITLE III: During the years 1979-83 the school was the recipient of federal grants through Title III of the Higher Education Act of 1965 totalling \$880,000. These grants were entirely programmatic and the funds were applied directly to services as proposed in the applications.

FOUNDATION: The Pasadena College Foundation was SIX.15 established in 1965 for the express purpose of developing an auxiliary support system for the institution which would be stabilizing and enhancing to the school's future. This foundation now has assets of \$10,525,992 with a net worth of \$9,680,066. It is controlled by a board which is elected by the Board of Trustees, who then become members of the parent board. Policies governing the operation of the foundation are approved by the Board of Trustees and reflect the educational mission of the school. The foundation has adopted a goal of \$50,000,000 in assets by

the year 1995. An office of Institutional Advancement staffed by three experienced fund raisers was established in 1984 in order to help meet this goal.

SALE OF PASADENA CAMPUS: An unusual financial SIX.12
element of the past decade has revolved around the acquisition of the Point Loma campus and the eventual sale of both the Pasadena campus and the "off-campus" Pasadena properties. When Pasadena College purchased the California Western campus of United States International University in 1973, the entire purchase price of \$9,200,000 was funded with borrowed money, much of it in the form of existing mortgages on the campus. A proposed exchange of the Pasadena Campus with USIU was thwarted because of the unacceptability of the proposed purchaser to creditors holding mortgages on the Pasadena property.

The Pasadena campus was sold to William Carey International University (WCIU) in 1978 for \$8,500,000, and off-campus properties were sold to the same group in 1980 for \$3,200,000. The purchaser has no institutional or corporate financial base to provide operational stability but chooses to rely entirely on gifts from individuals and churches through an informal but far-reaching network. In order to facilitate the sale, the College has functioned as the lending agent. Total amount owed to the College by WCIU as of 1984 is \$8,248,941. Market value of the combined properties is estimated to be \$15,000,000.

In spite of the apparent financial weakness of the purchaser, as of August 31, 1984, all payments were current. An incomplete September 1, 1984 payment arrived late, a practice which has been fairly common because of the purchaser's operational methods. While it is assumed that the purchaser will be able to continue the quarterly payments of \$300,000, the College has taken appropriate legal steps to protect its interests in the two groups of properties purchased by WCIU.

FINANCIAL HEALTH: College interest in the use of comparative data for its financial operation has increased dramatically in recent years. Sensitivity regarding the appropriateness of internal budgetary decisions, a realization of the inordinate size of campus indebtedness, and a growing apprehension about the proportion of the revenue dependent on student charges all contributed to the decision to use indicators which might enhance the quality of the budget decision-making process. As a result, the College has chosen to use the Financial Ratio Analysis concept developed by L. F. Rothschild, Unterberg, and Towbin which has been endorsed by the National Association of College and University Business Officers (NACUBO). These ratios for PLNC were calculated from audit and then compared with three peer-college groups. John Minter Associates, Inc. provided the actual calculations.

FISCAL YEAR: A note about fiscal-year change is appropriate: prior to the 1981-82 year the end of the fiscal year was August 31; the fiscal year was changed to June 30 in 1981-82 to conform with common practice of other colleges.

B. SELF-APPRAISAL

The College has operated very conservatively and efficiently during the past decade. Fund balances have increased annually. Even with the expenditure of \$4,099,820 for capital improvements and the \$3,187,993 reduction of the total indebtedness on the Point Loma campus, the school has operated within its annual budget by small positive margins each year.

This conservative approach has established a consistent financial posture which has permitted the institution to operate totally within its income. The impact on both program and personnel, however, has been to force an operating style which is perceived by some as too limiting and restrictive.

CHURCH SUPPORT: The stable support of the Church of the Nazarene at a level which is consistently substantial is a unique financial element which must be considered in any financial assessment of the school. In effect, the church functions as an endowment might function in other situations. It becomes what has been called a "living

endowment" providing a continuing and consistent yield. The annual giving level equals return on an endowment of approximately \$13,000,000. The flaw in this comparison is that the support of the church depends on a continuing relationship of trust and confidence based upon the perceived quality of the institution's service to the sponsoring body rather than on the vagaries of the market and investment yield.

FINANCIAL RATIO ANALYSIS: The analysis of financial SIX.21 ratios discussed in the following material has two dimensions: 1) a linear dimension described as a trend, and 2) a horizontal dimension described as a comparator. Both are significant in terms of understanding the College's financial health. The three peer groups used for comparison are 1) the other seven colleges of the Church of the Nazarene and one hundred colleges divided approximately equally between 2) Liberal Arts I and 3) Liberal Arts II classifications.

FINANCIAL ANALYSIS SUMMARY

BALANCE SHEET RATIOS

1. EXPENDABLE FUND BALANCE TO PLANT DEBT

Function: Indicates relative financial liquidity of the institution and is the fundamental indicator of financial strength.

	1980	1981	1982	1983
(A) PLNC ratio	.83	1.06	1.27	1.50
(B) Nazarene				
Peer Group	.45	.46	.56	.58
(C) Liberal Arts I	1.50	1.56	1.65	1.55
(D) Liberal Arts II	.37	.61	.64	.68

Interpretation: The trend has been decidedly upward. Current ratio is well above peer groups B and D and is approximately equal to group C, consisting of larger colleges.

2. PLANT EQUITY TO PLANT DEBT

Function: Indicates ability to obtain long-term financing.

	1980	1981	1982	1983
(A) PLNC ratio	.88	1.02	1.17	1.35
(B) Nazarene				
Peer Group	1.62	1.81	2.13	2.42
(C) Liberal Arts I	4.81	5.05	3.85	4.75
(D) Liberal Arts II	3.46	4.21	4.20	4.17

Interpretation: The trend is upward reflecting retirement of debt schedules. Current ratio is markedly lower than all peer groups as a result of the size of the campus indebtedness. The ratio is artificially lowered because of carrying the notes receivable on the sale of the Pasadena campus at discounted value rather than face value.

3. EXPENDABLE FUND BALANCES TO TOTAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Describes ability to support current level of operations from all available expendable resources without considering revenues generated from operations.

	1980	1981	1982	1983
(A) PLNC ratio	.64	.72	.88	.79
(B) Nazarene				
Peer Group	.32	.30	.29	.26
(C) Liberal Arts I	.51	.50	.54	.59
(D) Liberal Arts II	.18	.17	.21	.20

Interpretation: The trend is positive. Current position is stronger than any peer group. A ratio of 1:1 would indicate ability to support current level of operations for one year without any operationally generated revenues.

4. NONEXPENDABLE FUND BALANCES TO TOTAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Describes the strength of the school's nonexpendable funds relative to its current level of operating size.

	1980	1981	1982	1983
(A) PLNC ratio	.47	.46	.55	.47
(B) Nazarene				
Peer Group	.36	.34	.32	.42
(C) Liberal Arts I	1.34	1.27	1.17	1.14
(D) Liberal Arts II	.50	.49	.50	.50

Interpretation: No clear guidelines for determining the optimum size of this ratio have been developed. It is clear that the higher the value of ratio #4, the more favorable the institution's financial condition. PLNC's 1984 ratio is precisely equal to its 1980 ratio. This ratio is larger than the Nazarene Peer Group, smaller than the Liberal Arts II peer group, and markedly smaller than the Liberal Arts I Peer Group. This reflects the relative size of endowment holdings as well as the fact that the size of these funds in relation to the operating budget has not increased.

NET OPERATING RATIOS

5. NET TOTAL REVENUES TO TOTAL REVENUES

Function: Indicates whether total current operations for the year resulted in a surplus or a deficit.

	1980	1981	1982	1983
(A) PLNC ratio	-1.2	2.3	6.0	2.4
(B) Nazarene				
Peer Group	5.4	4.6	4.7	1.3
(C) Liberal Arts I	3.2	3.7	4.7	3.2
(D) Liberal Arts II	1.5	1.5	.8	1.0

Interpretation: The ratios have remained approximately stable for the past four years. The exclusion of transfer of proceeds from the Pasadena campus sale by the Minter Associates produced a negative ratio in 1980. The 10-month fiscal year in 1982 produced an artificially inflated positive ratio. In comparison to peer groups the College appears to be operating closer to a break-even point than any group other than the Liberal Arts II peer group.

6. NET EDUCATIONAL AND GENERAL REVENUES TO TOTAL EDUCATIONAL AND GENERAL REVENUES

Function: Demonstrates whether the revenues available for the educational and general (E&G) functions were sufficient to meet expenditures for those functions.

	1980	1981	1982	1983
(A) PLNC ratio	-2.8	2.8	5.8	.5
(B) Nazarene				
Peer Group	6.9	7.0	6.0	.1
(C) Liberal Arts I	5.6	6.0	6.8	.0
(D) Liberal Arts II	3.5	3.1	2.8	1.3

Interpretation: Since this ratio indicates whether or not E&G activities were at least self-sufficient, it tells whether or not other sources of financing were used to support E&G. In 1980, the deficit was partially covered by a surplus in auxiliary enterprise operations and partially covered by expendable fund balances which were transferred. In 1982, the 10-month fiscal year, the ratio is artificially heightened. A realistic interpretation of the comparative data indicates that the College's hesitancy to raise charges to students to a more defensible level creates an unfavorable ratio in comparison with any of the peer groups.

7. NET AUXILIARY ENTERPRISE REVENUES TO TOTAL

AUXILIARY ENTERPRISE REVENUES

Function: Tells whether the revenues from auxiliary enterprises (dormitories, food service, bookstore, etc.) met the expenditures and mandatory transfers for those services.

	1980	1981	1982	1983
(A) PLNC ratio	13.2	8.5	15.4	17.0
(B) Nazarene				
Peer Group	4.2	2.2	3.3	3.7
(C) Liberal Arts I	.5	.6	2.4	6.2
(D) Liberal Arts II	1.8	.1	1.5	5.4

Interpretation: It is probable that a break-even posture is most defensible in this area, i.e., the College should neither make or lose money in providing these services. Income has exceeded expenditure at a higher rate than the peer groups for the past four years. A discrepancy in accounting procedures recently discovered explains a portion of the difference. Otherwise, it is clear that the hesitancy to raise tuition rates, coupled with the desire to operate in the black, resulted in the institution raising rates for auxiliary services, cutting expenses and thereby producing a "balanced budget."

CONTRIBUTION AND DEMAND RATIOS

8. TUITION AND FEES TO TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Demonstrates the institution's dependence on tuition and fees as a source of financing E&G operations.

	1980	1981	1982	1983
(A) PLNC ratio	66.4	68.4	71.3	68.2
(B) Nazarene				
Peer Group	63.0	62.6	60.0	58.4
(C) Liberal Arts I	64.8	65.1	67.9	66.8
(D) Liberal Arts II	64.3	65.5	66.6	68.6

Interpretation: There is a slight upward trend in these figures. The 1982 ratio again reflects the 10-month fiscal year. This ratio is highly variable because of the dependency on student enrollment. The higher the ratio the more risk from sudden downward enrollment tendencies. The College has higher ratios than any of the three peer groups.

9. FEDERAL GOVERNMENT REVENUES TO TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Shows the school's dependence on the federal government to support certain E&G expenditures.

	1980	1981	1982	1983
(A) PLNC ratio	5.0	6.0	6.2	5.6
(B) Nazarene				
Peer Group	10.1	10.8	9.0	9.2
(C) Liberal Arts I	3.7	4.1	3.8	2.8
(D) Liberal Arts II	8.4	7.8	7.0	4.3

Interpretation: The trend is stable; the ratio is lower than any of the peer groups with the exception of Liberal Arts I. This probably reflects not only a relatively lower dependence on federally funded research but also a lower level of student support in terms of College workstudy and SEOG.

10. STATE GOVERNMENT REVENUES TO TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Indicates dependency on direct state dollars.

	1980	1981	1982	1983
(A) PLNC ratio	.0	.0	.0	.0
(B) Nazarene				
Peer Group	.0	.0	.0	.0
(C) Liberal Arts I	1.8	1.5	.9	1.0
(D) Liberal Arts II	1.1	.7	.5	.0

Interpretation: With no direct state aid this ratio is immaterial.

11. LOCAL GOVERNMENT REVENUES TO TOTAL EDUCATION AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Indicates dependency on direct local government revenues.

	1980	1981	1982	1983
(A) PLNC ratio	.0	.0	.0	.0
(B) Nazarene				
Peer Group	.0	.0	.0	.0
(C) Liberal Arts I	.0	.0	.0	.0
(D) Liberal Arts II	.0	.0	.0	.0

Interpretation: Not applicable. The ratio is primarily useful to community colleges.

12. PRIVATE GIFTS, GRANTS AND CONTRACTS TO TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Shows relationship between gifts and E&G expenditures and, thus, dependency on the source.

	1980	1981	1982	1983
(A) PLNC ratio	17.8	20.6	23.3	18.4
(B) Nazarene				
Peer Group	29.4	29.0	27.2	26.4
(C) Liberal Arts I	11.3	10.9	10.9	11.3
(D) Liberal Arts II	14.1	16.1	15.0	10.0

Interpretation: The trend is slightly upward, but well below the Nazarene Peer Group. It is higher than the other two peer groups, an observation which may be misleading, unless a determination is made as to whether or not the peer group colleges were primarily receiving funds for the 1) college or 2) a separate foundation or endowment.

13. ENDOWMENT INCOME TO TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS

Function: Indicates improvement in foundation and endowment income through increase in funds available to invest, improved investment performance or a combination of factors.

	1980	1981	1982	1983
(A) PLNC ratio	1.3	1.4	1.6	2.7
(B) Nazarene				
Peer Group	.9	.6	.4	.6
(C) Liberal Arts I	12.3	13.3	13.3	12.8
(D) Liberal Arts II	3.3	5.1	4.8	4.6

Interpretation: The trend is definitely positive, indicating that endowment income rate has increased in comparison to E&G expenditures. Comparison with the Nazarene Peer Group shows the College to be stronger. Comparison with Liberal Arts II schools indicates that the level is much less, and with Liberal Arts I schools the contrast is dramatic. In the latter group the presence of a larger endowment from the first year of comparison is assumed.

DEMAND RATIOS**14. INSTRUCTION TO TOTAL EDUCATIONAL AND GENERAL REVENUES****Function:** Compares expenditures for instruction to total E&G revenues.

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
(A) PLNC ratio	36.9	34.4	35.3	35.9
(B) Nazarene				
Peer Group	34.1	34.3	36.1	35.7
(C) Liberal Arts I	36.0	34.8	34.8	35.8
(D) Liberal Arts II	35.6	34.9	36.3	35.5

Interpretation: The trend is downward indicating a reduction of expenditures, proportionately, to E&G. The level is comparable to the other groups.**15. RESEARCH TO TOTAL EDUCATIONAL AND GENERAL REVENUES****Function:** Compares expenditures for research to total E&G expenditures.

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
(A) PLNC ratio	.2	.0	.0	.0
(B) Nazarene				
Peer Group	.0	.0	.0	.0
(C) Liberal Arts I	.0	.0	.0	.0
(D) Liberal Arts II	.0	.0	.0	.0

Interpretation: The teaching nature of all groups in the study is reflected in the absence of data here.**16. PUBLIC SERVICE TO TOTAL EDUCATIONAL AND GENERAL REVENUES****Function:** Compares expenditures for public service to total E&G expenditures.

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
(A) PLNC ratio	3.3	1.8	.3	1.5
(B) Nazarene				
Peer Group	.0	.0	.0	.0
(C) Liberal Arts I	.0	.0	.0	.0
(D) Liberal Arts II	.0	.1	.0	.0

Interpretation: The presence of a ratio at PLNC and none at comparable colleges probably reflects accounting procedures rather than actual public service programs.

17. **ACADEMIC SUPPORT TO TOTAL EDUCATIONAL AND GENERAL REVENUES**

Function: Compares expenditures for academic support (library, IMC, academic computing and academic administration) to total E&G expenditures.

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
(A) PLNC ratio	6.4	5.8	5.3	5.7
(B) Nazarene				
Peer Group	5.8	5.6	6.0	8.1
(C) Liberal Arts I	6.8	6.8	7.1	7.3
(D) Liberal Arts II	6.5	6.5	6.2	6.7

Interpretation: Both the trend and level in this ratio are cause for concern: the trend is down; the comparison negative. Probably reflects both a comparably small academic administration structure, and inadequate support of library and media services. The size of support for academic computing is felt to be at least comparable to comparison schools, however.

18. **STUDENT SERVICES TO TOTAL EDUCATIONAL AND GENERAL REVENUES**

Function: Compares expenditures for student services to total E&G expenditures.

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
(A) PLNC ratio	10.3	10.7	10.6	10.5
(B) Nazarene				
Peer Group	9.4	10.5	10.8	10.5
(C) Liberal Arts I	8.1	8.4	8.8	8.9
(D) Liberal Arts II	10.9	10.8	10.7	10.8

Interpretation: The trend is both steady and apparently in line with comparative groups.

19. **INSTITUTIONAL SUPPORT TO TOTAL EDUCATIONAL AND GENERAL REVENUES**

Function: Compares expenditures for institutional support to total E&G expenditures.

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
(A) PLNC ratio	17.9	16.4	14.6	17.0
(B) Nazarene				
Peer Group	18.2	18.0	17.3	17.8
(C) Liberal Arts I	15.5	15.7	15.2	15.6
(D) Liberal Arts II	17.3	16.9	17.3	17.3

Interpretation: The trend is stable with a slight downward dip in 1982. The level appears to be comparable.

20. OPERATION AND MAINTENANCE OF PLANT TO TOTAL EDUCATIONAL AND GENERAL REVENUES

Function: Compares expenditures for plant operation and maintenance to total E&G expenditures.

	1980	1981	1982	1983
(A) PLNC ratio	10.8	9.6	10.9	11.7
(B) Nazarene				
Peer Group	10.7	10.6	10.9	11.5
(C) Liberal Arts I	12.2	12.0	11.6	12.0
(D) Liberal Arts II	11.9	11.8	11.5	11.4

Interpretation: The trend is slightly upward but the level appears comparable.

21. SCHOLARSHIPS AND FELLOWSHIPS TO TOTAL EDUCATIONAL AND GENERAL REVENUES

Function: Compares expenditures for scholarships and fellowships to total E&G expenditures.

	1980	1981	1982	1983
(A) PLNC ratio	8.1	10.5	12.6	10.9
(B) Nazarene				
Peer Group	8.9	9.7	11.6	9.9
(C) Liberal Arts I	9.9	10.4	10.4	11.3
(D) Liberal Arts II	9.7	10.4	10.8	11.2

Interpretation: The data reveals both a slight increase in the ratio and a comparability to peer groups.

CREDITWORTHINESS RATIOS

22. AVAILABLE ASSETS TO GENERAL LIABILITIES

Function: Measures impact of existing debt and the debt coverage for future years.

	1980	1981	1982	1983
(A) PLNC ratio	2.10	2.31	3.02	3.31
(B) Nazarene				
Peer Group	2.79	3.00	3.18	3.25
(C) Liberal Arts I	6.19	6.43	7.03	7.06
(D) Liberal Arts II	4.03	4.73	4.68	4.63

Interpretation: The trend is definitely positive. The level is lower than any of the three comparison groups, but higher than the minimum threshold of 2:1 for this ratio. The ratio reflects the purchase of the Point Loma campus with totally borrowed money.

23. DEBT SERVICE TO UNRESTRICTED CURRENT FUND REVENUES
Function: Measures the demand that the annual commitment to creditors places on unrestricted operating funds.

	1980	1981	1982	1983
(A) PLNC ratio	10.3	9.6	5.5	7.5
(B) Nazarene				
Peer Group	6.2	4.6	4.4	5.0
(C) Liberal Arts I	2.2	2.5	2.4	2.6
(D) Liberal Arts II	3.6	2.7	2.0	1.9

Interpretation: The College has the highest percentage of debt service to unrestricted current fund revenues of any of the peer groups. Reflects both the purchase of the new campus with borrowed funds and the sale of the Pasadena campus with PLNC carrying the mortgage.

24. STUDENT (FRESHMEN ONLY) MATRICULANTS TO COMPLETED APPLICATIONS
Function: Measures depth of applicant pool and yield from that pool.

	1980	1981	1982	1983
(A) PLNC ratio	64.4	61.2	53.4	54.7
(B) Nazarene				
Peer Group	67.9	63.1	65.7	61.6
(C) Liberal Arts I	33.3	34.3	31.3	29.5
(D) Liberal Arts II	49.8	49.3	45.8	45.9

Interpretation: The percentage appears to have dropped to an apparently stable lower level in 1982. (The accuracy of this data has been seriously challenged.) Levels appear to be stronger than for the Liberal Arts I and II colleges, but weaker than for the Nazarene Peer Group. The number of completed freshman applications has remained stable. Transfer students--on which the College has become growingly dependent--are not included but are thought to have a much higher level of actual matriculation.

25. FTE ENROLLMENT THIS YEAR TO FTE ENROLLMENT IN BASE YEAR (1980)

Function: Shows enrollment trends.

	1980	1981	1982	1983
(A) PLNC ratio	100.0	101.9	101.7	101.6
(B) Nazarene				
Peer Group	100.0	101.1	101.8	99.8
(C) Liberal Arts I	100.0	100.0	100.8	97.2
(D) Liberal Arts II	100.0	101.4	103.4	102.1

Interpretation: The trend is slightly upward, reflecting the experienced growth in enrollment. Comparison with the Nazarene Peer Group indicates slightly better ratios for PLNC, but comparison with both other peer groups indicates a weaker position.

C. FOCUS ON THE FUTURE

It is the intent of the College to continue to operate within its annual income. Future planning can hardly justify any other posture.

Given this basic assumption, there are fundamental questions which must be raised in regard to the sufficiency of financial resources. Among these are the following:

1. Does the educational program and its needs determine the size of the annual budget? Or, conversely, does the size of the annual budget determine the level of support for the educational program?
2. Is heavy reliance on A) student income and B) church budget income a responsible posture for the institution?

3. Can a true "third source" of income be developed which A) contributes to the annual income in significant amounts and B) is neutral in terms of program determination and basic institutional mission?
4. Can the concept of contingency funds generated out of annual operating budgets adequately protect the institution against a sharp enrollment decline?

The resolution of these particular issues is far more likely to be a process than a pronouncement. It is apparent, the SSSC believes, that there are desirable answers to each of the above. It is equally apparent, admittedly, that working out the desirable answers will require more than just the continuance of the status quo.

FINANCIAL RESOURCE RECOMMENDATIONS: There are some mandates for the future in the area of adequate financial resources which should govern the action of the Board and administration in the days to come. These are listed below:

1. Strengthening the planning process to allow for longer ranged projections is absolutely essential to the continued health of the institution.
2. Recruiting/retention efforts must be maintained and strengthened.

3. The goodwill and financial support of the church must not be taken for granted, but, rather, cultivated assiduously.
4. Greater effort must be given to both current and future gifts as a means of lessening dependency upon internally generated revenue.
5. The incurring of further indebtedness must be approached with great care. The severity of the negative impact must not be underestimated in making the decision to borrow.
6. In order to produce a balanced budget, either student charges should be kept in line with the necessary expenditures or the College should deliberately identify and cultivate compensating income which does not result in a lowered quality of program.
7. The proportionate erosion of expenditures for academic support must be corrected and plans adopted for correcting any damage to learning resources holdings.
8. Effective means of evaluating the fidelity of expenditure proportions to institutional mission must be developed, adopted, and implemented.
9. A philosophy for establishing charges for auxiliary services should be developed, adopted and implemented immediately.
10. The financial ratio analysis should be continued on an annual basis and trends noted for appropriate input into the budgeting process.

STANDARD 9.B. FINANCIAL PLANNING

A. DESCRIPTION

The College adopts an annual budget which is developed through a fairly detailed and somewhat representative manner. Informal preparation for the next budget cycle is continuous. Formal preparation begins with the announcement of the audit of the previous year's operation. Establishment of budget assumptions are made prior to the fall Board meeting. Proposed departmental budgets are submitted in late fall. The final budget is adopted in the spring Board meeting. A refined budget is prepared for the fall Board meeting after enrollment and other variables are known.

Long-range financial planning has primarily related to capital programs and capital fund campaigns. These normally extend over multiple academic years. Determination of capital projects has come about through long-range planning of a general nature.

The administrative cabinet functions as the campus budget committee.

B. SELF-APPRAISAL

Based on the written record, the quality of financial planning has been quite acceptable. The College has functioned at a reasonable level without experiencing crippling financial restraints.

The practice of budgeting for only one year at a time is too short-sighted in the opinion of the SSSC. The uncertainty of annual allocations is keenly felt in some areas.

The feeling of non-involvement in the budgeting process by many faculty is generated, in all likelihood, by the nature of the administrative process now employed.

C. FOCUS ON THE FUTURE

While the quality of present planning is felt to be acceptable, it is deemed to be inadequate in terms of projections. Budget projections including program needs and means of acquiring sufficient revenues for them must be developed for periods of at least three years. It is readily recognized that this becomes a "rolling" budget requiring annual revision not only on the coming year's budget but also on the three-year projections which must be kept current.

Broader involvement of campus personnel in the budgetary process is a must. Department chairs should be required to involve department faculty in the process in a meaningful manner. Faculty involvement in the process is appropriate, particularly in the areas of faculty's assumed expertise: educational program and program quality. This probably means the creation of a mechanism which allows for this participation in an appropriate, agreed upon manner.

The concept of "master plan" which has been a part of the College's working vocabulary for many years must be redefined to be more than a site plan and capital generating plan. It must include financial planning. Financial planning in its truest sense requires that 1) the programs be defined, 2) the quality goal of the programs be explicated, and 3) an aggressive and effective means of financial procurement be implemented.

STANDARD 3.C. FINANCIAL MANAGEMENT

A. DESCRIPTION

The organization of the financial affairs section of the College structure is well-defined and public.

In general, policies and guidelines relating to financial administration are clearly defined, but are not collected in a readily accessible form. These policies generally result from Board action.

The College accounting procedures conform fully to the standards of the National Association of Colleges and University Business Officers (NACUBO). An annual audit is conducted by Ernst and Whinney using as a standard the American Institute of Certified Public Accountants' guide to Audits of Colleges and Universities.

B. SELF-APPRAISAL

The financial affairs of the College are ably and professionally managed. The chief business officer has been with the College since 1966 and has brought to the position a high degree of competence and conscientious management. Financial records are meticulously maintained and information is freely shared with the campus community. Policies need to be collected together and published.

The continued delay in the distribution of monthly budget reports is a serious matter of some sensitivity. With the fairly lengthy period of time allotted to the budget-planning cycle, the lack of current computer-generated budget printouts becomes problematic. Recent computer program changes should correct this problem.

C. FOCUS ON THE FUTURE

Financial management policies now in operation should be continued. Operating budgets must continue to balance annually. Protection of the viability of academic programs must be assured through adequate plans for potential decline. This possibility impinges upon decisions regarding foundation assets as well as decisions regarding institutional budgets. The presence of a contingency fund within the normal resource allocations of the institution is a major step in this direction.

Continued attention to the problems of current monthly expense reports for individual departments is imperative. If recent computer corrections are not sufficient, further action should be taken.

The Board of Trustees and the administration must continue to be involved at the policy-making level of the foundation. Recent structural changes accompanying a more aggressive stance of the foundation in regard to fund raising and investments should reinforce College purposes and programs.

CHAPTER XV

FOCUS ON THE FUTURE

The self-study process has provided opportunity to review, evaluate, plan, project, and dream. Work and time demands have been heavy. The community has felt a predictable measure of discomfort as it has tried to look at itself through the eyes of others.

Task forces, committees and individuals have raised questions, sought for answers and offered recommendations. This final report is a distillation and compilation of an immense body of material. While this document is thought to be fully consonant with the thrust of the lower-level documents, much of the detail of these study groups' reports has not been carried forward into the Final Report.

The SSSC has acted to preserve these valuable resources through 1) referral for immediate action, 2) requests for further study, 3) inclusion in the Final Report, and 4) reconfiguration into major recommendations referred to as "over-riding issues." This chapter contains four such recommendations. Recommendations of earlier chapters are not repeated here. The "Focus on the Future" sections under each standard are integrally related to the discussion and should be read in context. Further, the

organization of the report is such that they are easily located.

The term "over-riding issues" emerged early in the SSSC's deliberations as the interrelatedness of recommendations and suggestions became apparent. Each of these touches on the totality of the institution's operation.

Many social institutions, including some larger educational entities, have successfully used classical long-range planning systems. Others, typically smaller colleges, have found the systematic, rational, linear models to be less than successful and, too often, "paper plans" which meet a temporary requirement but do not necessarily coincide with what actually occurs or, more critically, materially assist in defining the future.

In its approach to projections and planning, the SSSC has chosen to define a posture and an approach as opposed to formulating a plan with time-lines, linear projections and the implied rigidity often associated with an adopted Long-Range Plan. The attempt is to bring about a new way of looking at the future by the entire campus community through a conceptual approach which maximizes the institution's potential of effectively addressing the changing and increasingly complex environment in which it operates.

In adopting the "Focus on the Future" concept, the College recognizes the possible ambiguity of a process approach as compared to a prescriptive approach. However, bringing all of the campus resources to bear on a continual planning process offers a valuable dimension to planning. The potential of a vitalized process which maintains flexibility, measures fluctuations and manages the forward flow of the institution is exhilarating to the committee. It is the fervent hope of this group that the same sense of excitement can be generated within the total College community.

Future focusing implies a positioning of the College based on carefully articulated and clearly understood philosophic biases which thoroughly inform every decision. The desire is to creatively and pragmatically approach the future within the parameters of the College mission statement. Broad participation and thoroughly informed judgment are necessary components. The function of both inspiring leadership and intuition in the process is fully recognized.

Future focused planning is the new wave. It is a way of approaching the future which provides the greatest flexibility, retains the broadest range of options, and most encourages the innovation and creativity which have characterized independent higher education

from its beginnings....Classical rational planning systems seek to reduce uncertainty and confusion about the future. Future focusing, on the other hand, seeks to capitalize on the opportunities hiding behind ambiguity and uncertainty.

Robert D. Peck, Future Focusing: An Alternative to Long Range Planning, page 3.

With the adoption of the future focusing concept, the College commits itself to an on-going planning process which requires constant attention, frequent correction, and periodic revision. Every aspect of the College's administration and committee structure becomes a vital component of the process.

The College's experience in adapting a previously constructed Long Range Plan to the new site with all of its challenges is a good example of this flexible approach. It provides a background for the acceptance of the future focusing concept.

BACKGROUND: AN EVENTFUL DECADE

There is no question: the move of the College in 1973 was a cataclysmic event signaling a new era in the College's history. Subsequent events--some related to the move and others clearly unrelated--have shaped the decade. Some of these factors are listed below:

1. The physical move of the College and its faculty in 1973
2. The impact of a suddenly imposed inflation barrier on the members of the College community as a result of the move
3. The sudden shift from a community characterized by closeness--physical, psychological and philosophical--and cohesiveness with strong cultural, historical and ecclesiastical connections to one characterized by geographic distance, diversity and bi-cultural and religious pluralism.
4. The death of two successive presidents in office
5. The significant and sustained enrollment growth
6. The relative constancy of the size of the primary constituent base and the potential applicant pool.
7. The increase in interest in applied programs
8. The growth of the graduate education program

Thus it is that an institution in the final quintile of its first century suddenly becomes a new institution, perhaps unconsciously, and is faced with questions more suitable to an immature cultural entity: Who am I? What am I to be like? Where am I going? Am I adequate for contemporary challenges? Can I effectively serve my generation as I am? It is as if a decadal hiatus has occurred in the maturation process of an institution which necessitates a review of its basic nature and the reconfirmation of its mission.

Grappling with these self-identity questions has been productive and somewhat unsettling. Individuals with experience on both campuses have had to look at old ideas and earlier experiences in the light of a "new" institution. Those with only Point Loma experience have had to look at themselves in relation to institutional values and institutional essence. Both groups have found the common denominator giving guidance to all thoughtful and concerned parties to be the College's mission statement which has remained stable throughout its history. It is the continuing constant in this situation. It becomes the glass through which we view the future. It establishes itself as the measuring rod for the evaluation of opportunities and potential responses. It is, finally, the ultimate measure of institutional integrity.

OVERRIDING ISSUE ONE: THE NATURE OF THE COLLEGE

In answer to the question "What kind of college is this to be?" the response is clear and certain: "A Christian, Liberal Arts college." The reaffirmation of this commitment stands firm and unchallenged.

It is at the operational level that debate occurs. The ideals are accepted, but the details of application invariably discussed and debated with vigor. Inevitably, the number of majors or programs, the comparability of offerings to traditionally defined liberal arts, and the nature of the general-education requirements become primary discussion points.

Therefore, this report calls for a thorough study of all the educational programs of the College in the light of the self-study affirmations. The study shall conform to the following guidelines:

1. It shall be initiated within a year and completed within three years.
2. It shall consider a theoretical model for the liberal arts at PLNC and formulate a working definition.
3. It shall formulate an explicit philosophy of general education.
4. Based on this philosophic statement, it shall review the general education requirements thoroughly with the purpose of establishing a program characterized by comprehensiveness, cohesiveness, consistency and curricular integrity.
5. It shall focus on the implications for the liberal arts and general education program of the dedication of this Community of Faith to both the Christian ethic and liberal-arts values.

OVERRIDING ISSUE TWO: THE COLLEGE AS A COMMUNITY

As a cultural or social institution, a college is defined to a great extent by the presence of a value-set which binds all members of the community with a common bond and a commitment to a common goal. The nature of the institution is a factor in the formation of the community; the reverse is equally true. Each contributes to the definition of the other.

It becomes imperative, then, that the identity of the community and of its membership as well as the definition of roles and mutual expectations be clearly understood and communicated.

Therefore, this report calls for a renewal of commitment to collegial community in the finest sense of the term. Leadership in this arena is properly presidential province, but other dynamics are also operable and must be considered. The president is publicly committed to the development of a greater sense of community, one characterized by a Christ-like attitude. Others have echoed similar desires. The acceptance of the ideal on campus is consistent; the actualization is a dynamic process.

Several relevant factors should be considered:

1. The presence of a campus worship center is a positive factor in the development of a sense of Christian community.
2. Other physical changes achieving closer contact between all segments of the community should be seriously considered.
3. Definitions of roles and limitations of authority for all segments should be cooperatively developed, disseminated, and understood.
4. Continued attention to issues of faculty-administration-board communications is vital.
5. The centrality of the commitment to Jesus as Lord should be assiduously cultivated.

OVERRIDING ISSUE THREE: COLLEGE STRUCTURE

The adequacy of the present academic structure is a serious concern. The growth in student body, faculty and programs of the past decade has not been accompanied by comparable expansion in administrative structure, services and capacity. A definition of the academic department as the basic building block of academia has been accepted; a workable model for the organization of these building blocks has yet to be devised.

Therefore, this report calls for administrative restructuring in the academic area with the following factors cited as essential considerations in the process:

1. Preservation of the identity of each discipline
2. Expansion of services to the faculty
3. Clarification of roles, duties, and authority
4. Adequate administrative personnel to fulfill the task
5. Adoption of a model placing administrators in closer working relationship with departments
6. Emphasis upon the developmental aspects of leadership
7. Adaptation mechanisms integrated into the system appropriate to the dynamic nature of the enterprise

OVERRIDING ISSUE FOUR: RESOURCE ADEQUACY

The campus community has demonstrated responsible stewardship in regard to its resources. The College has developed its personnel resources, has maintained its constituent resources, and has lived within its income for many years. Evidence is increasingly clear however, that the two major sources of dollars (students and churches) will be unable to meet the institution's needs as it moves rapidly from quality to excellence in every aspect of its operation during the next few years.

Personnel and financial resources which permit the institution to position itself to fully achieve its potential as it moves into the future are vital and their availability must be assured.

Therefore, this study calls for the adoption of a comprehensive master resource plan incorporating at least the following:

1. The cultivation of a true and consistent third source of revenue
2. The development of its personnel to the highest level possible
3. The development of endowment, quasi-endowment and contingency resources which will allow the campus community to devote full enthusiasm and energy to the educational priorities
4. Campus development as a means of fulfilling the institutional mission in all of its ramifications
5. The systematic and purposeful collection of pertinent data analyzed, available and formatted for informed, defensible decision-making.

FINALLY

The self-study process has come to an end; an ongoing process of institutional planning known as future focusing has been initiated. The College faces the challenges and opportunities of an ambiguous, uncertain and changing environment with a stable purpose supported by substantial consensus. The posture of the future focusing concept compels a forward look from a foundation based firmly on the experience and careful evaluation of the past. Point Loma Nazarene College faces its future with confidence, optimism, and a humbling sense of Divine Providence.

APPENDIX A

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DOCUMENTATION

STANDARD ONE: INSTITUTIONAL INTEGRITY

- I.1 Catalogs
- I.2 Bulletins
- I.3 Brochures Faculty
- I.4 Faculty Handbook.
- I.5 Statement on policies on academic freedom
(TF 1 Exhibit I-13)
- I.6 Statement or policies on conflict of
interest.
- I.7 Small College Goals Inventory (SCGI)
- I.8 Manual-Church of the Nazarene

STANDARD TWO: PURPOSES

- II.1 Official statement of institutional purposes.
(Catalog)
- II.2 Institutional master plans

STANDARD THREE: GOVERNANCE AND ADMINISTRATION

- III.1 Board and committee membership, and brief
background statement on each.
- III.2 Organizational charts
- III.3 Articles of incorporation & bylaws
- III.4 Governing board rules, policies, agendas and
minutes of last two years.
- III.5 Administrative policy manuals (N/A)
- III.6 Administrative position descriptions.
- III.7 Planning studies, enrollment projections
Program need analyses, personnel
availability data, development
possibilities
- III.8 Report to constituencies (Clarion, Pastor's
Newsletter)
- III.9 Constitutions or by laws of faculty and staff
organizations & recent minutes
- III.10 Charter or constitution/student organization
(ASPLC)
- III.11 Statement/Registrar on record storage

STANDARD FOUR: EDUCATIONAL PROGRAMS

- IV.1 Number of degrees granted in each programs
(last five years)
- IV.2 Educational surveys & consultant
reports
- IV.3 Complete departmental or program self-studies
- IV.4 Membership lists of curriculum-development
bodies & advisory groups (include rules
and recent minutes)
- IV.5 Documents that demonstrate the appraisal of
Institutional outcomes:

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- annual objectives & assessment of success
- studies regarding effectiveness of programs
- studies that indicate degree of success in placing graduates
- test comparisons that reveal beginning & ending competencies
- (AACTE Report & NSG State Board
- IV.6 Review of courses and programs, including self-studies and evaluation team reports (NLN, Education)
- IV.7 Criteria and procedures for admission and retention, maintenance of student records, awarding of credit, including transfer credit and credit of prior learning.
- IV.8 Samples of course examinations and other instruments used to assess student achievement or competency
- IV.9 Academic Calendar
- IV.10 Evaluation forms & summary reports of student evaluations
- IV.11 Institutional policy regarding research
- IV.12 Funds devoted to research each of past 3 years
- IV.13 Posting of substantive research results
- IV.14 Materials or forms used in academic advisement
- IV.15 Grade distribution studies
- IV.16 Policies governing public service
- SPECIAL PROGRAMS AND COURSES FOR CREDIT
- IV.17 Summary of off-campus programs, director, site, and enrollment.
- IV.18 Catalog, brochure, class schedules (off-campus)
- IV.19 Criteria & procedures for employing, evaluating, & compensating off-campus faculty, salary schedules; rosters
- IV.20 Procedures for institutional approval of off-campus & special programs
- IV.21 Nature & extent of learning resources, physical facilities, & student services
- IV.22 NAU/PLC Book
- IV.23 SPICE Brochure
- IV.24 Class Schedules

STANDARD FIVE: FACULTY AND STAFF

- V.1 Statistics available concerning faculty and administration characteristics (Faculty Profile Book)
- V.2 Salary schedules for administrators (TFIV)
- V.3 Up-to-date list of faculty (Catalog)

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- V.4 Faculty Handbook
- V.5 Faculty committees and membership
- V.6 Non-confidential biographic data of faculty administration, including a description of all major responsibilities in any off-campus programs
- V.7 Evidence that employment opportunity in category is in fact open all qualified applicants
- V.8 Analysis of faculty turnover
- V.9 Staff Handbook

STANDARD SIX: LIBRARY, COMPUTER & OTHER LEARNING RESOURCES

- VI.1 Printed leaflets or brochures/describing hours & services to students
- VI.2 Statistics on use of library & other learning resources
- VI.3 Statistics on library collection & inventory of other learning resources
- VI.4 Data regarding number and assignments of library staff
- VI.5 Vitae of professional library staff
- VI.6 Formal written agreements with other libraries
- VI.7 Annual report (of library)

STANDARD SEVEN: STUDENT SERVICES & STUDENT ACTIVITIES

- VII.1 Student Handbook (MASCOT)
- VII.2 Summaries of student characteristics, (this is in the body of the report) monthly hours of employment, expressed educational goals
- VII.3 Organizational chart for student services
- VII.4 Student publications (POINT) (MARINER)
- VII.5 Policies on student conduct
- VII.6 Policies on athletics
- VII.7 Policies on student fees
- VII.8 Statistics in tabular form of financial assistance
- VII.9 Most recent financial aid reviews/federal and state.
- VII.10 Brief biographical summaries of the staff in student personnel
- VII.11 Academic Advising

STANDARD EIGHT: PHYSICAL RESOURCES

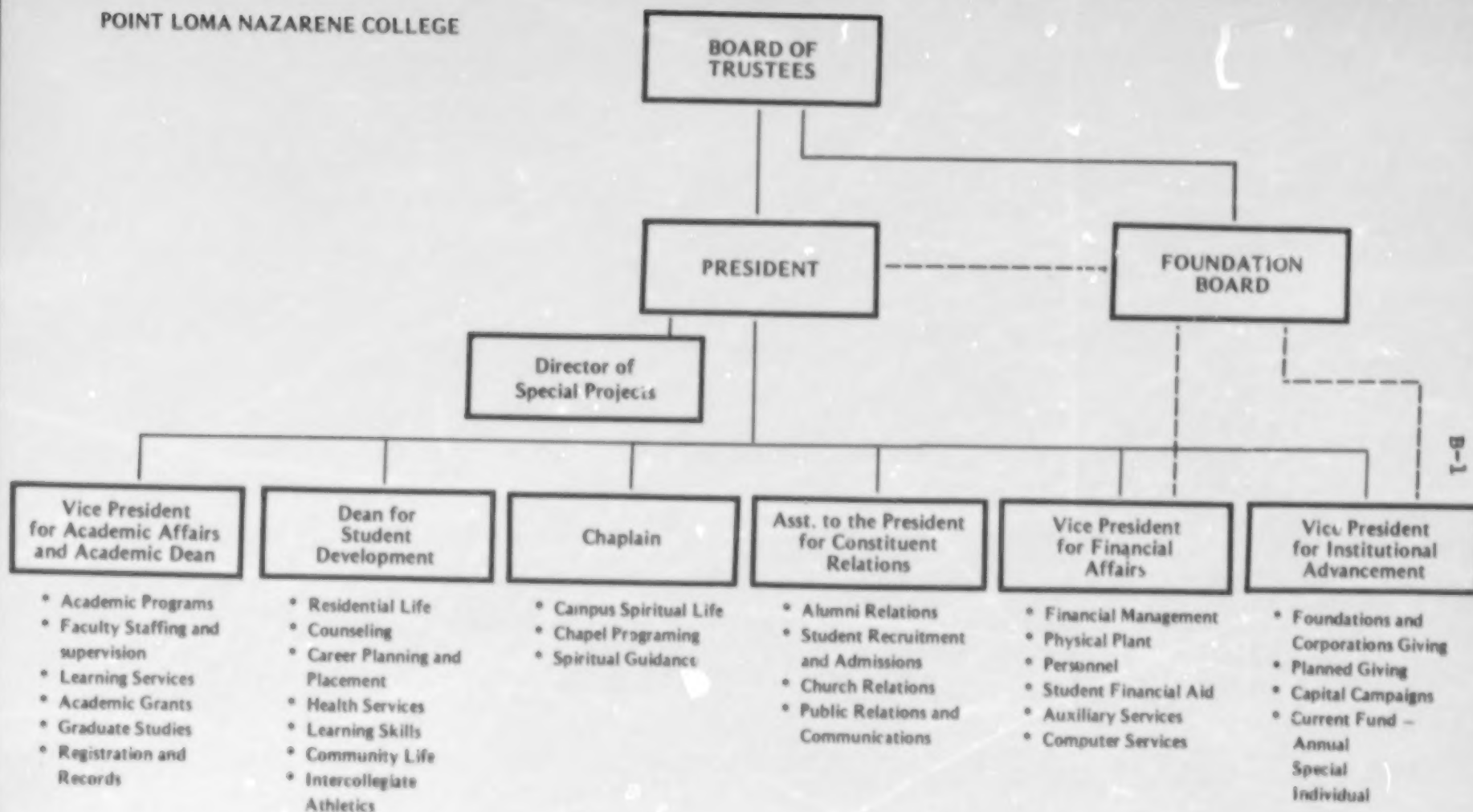
- VIII.1 Campus map.
- VIII.2 Policy statement concerning access to the campus for constituencies, visitor information security & public safety
- VIII.3 Information on laboratories, studies
- VIII.4 Schedule of replacement of instructional

- VIII.5 equipment & samples of inventories
Campus facilities master plan & maps-
indicate changes over past several
years.
- VIII.6 Annual & long-term plan for major maintenance
- VIII.7 Major property additions or capital
improvements/last 3 years
- VIII.8 Space utilization studies including unit-by-
unit assignments.

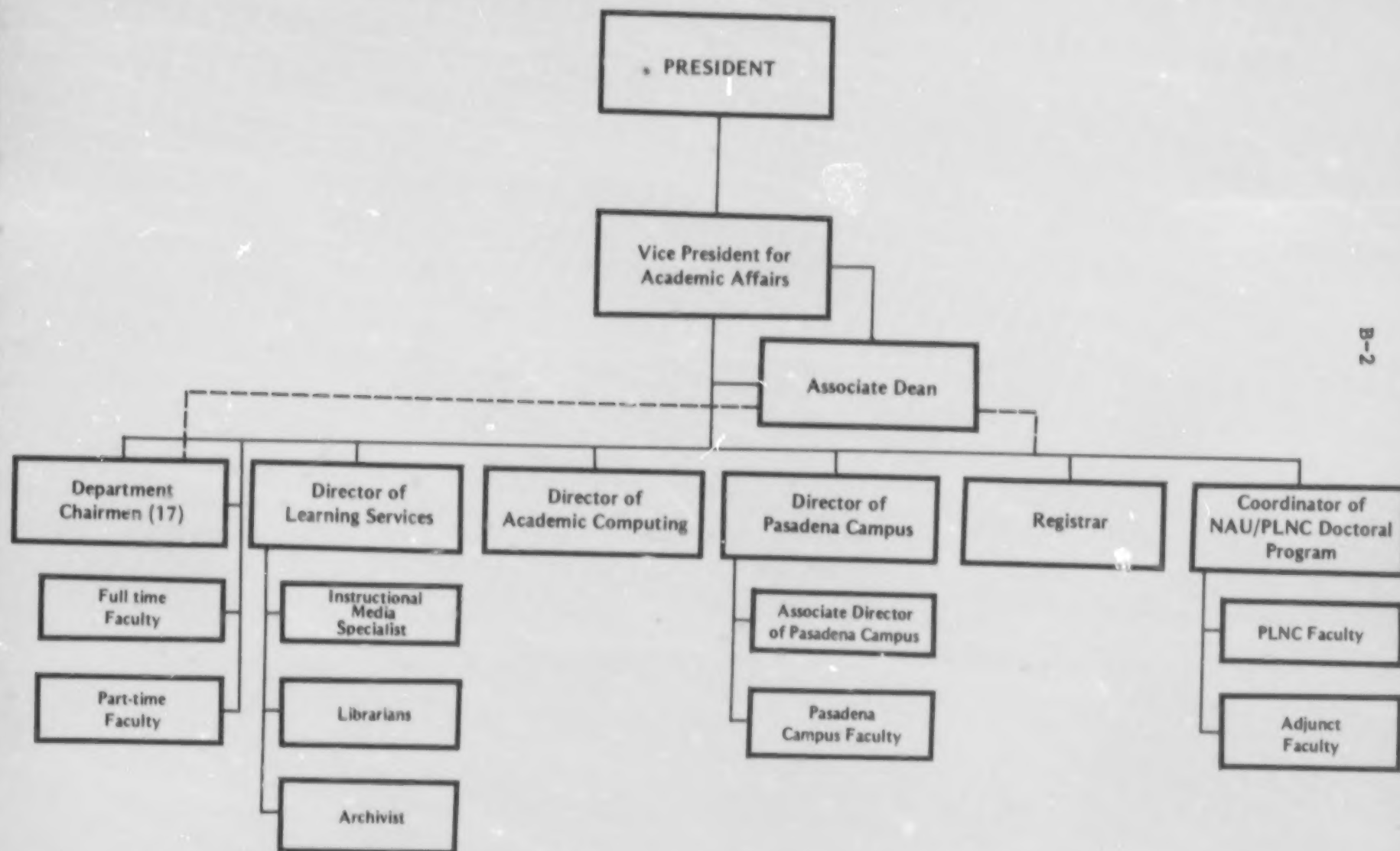
STANDARD NINE: FINANCIAL RESOURCES

- IX.1 Sources of Revenue (Appendix C)
- IX.2 Operating Expenditures (Appendix C)
- IX.3 Assets and Liabilities (Appendix C)
- IX.4 Changes in Fund Balances (Appendix C)
- IX.5 Capital Investments (Appendix C)
- IX.6 Point Loma Nazarene College Proposed Budget
1984-85
- IX.7 Point Loma College Proposed Budget 1983-84
- IX.8 Point Loma College Proposed Budget 1982-83
- IX.9 Point Loma College Proposed Budget
1975/76-1981/82
- IX.10 Point Loma Nazarene College and Pasadena
College Foundation Financial and
Statistical Reports June 30, 1984
- IX.11 Point Loma Nazarene College and Pasadena
College Foundation Financial and
Statistical Reports June 30, 1983
- IX.12 Point Loma College and Pasadena College
College Foundation Financial and
Statistical Reports June 30, 1982
- IX.13 Point Loma College and Pasadena College
Foundation Financial and Statistical
Reports - 1973/74-1980/81
- IX.14 Point Loma Nazarene College and Pasadena
College Foundation Audited Financial
Statements June 30, 1984
- IX.15 Point Loma Nazarene College and Pasadena
College Foundation Audited Financial
Statements June 30, 1984
- IX.16 Point Loma College and Pasadena College
Foundation Audited Financial Statements
June 30, 1982
- IX.17 Pasadena College/Point Loma College and
Pasadena College Foundation Financial
Statements - 1962/63-1980/81
- IX.18 Historical and Projected Aggregate Financial
Statements
- IX.19 Ratios (Found in Appendix B of Task Force 8)
- IX.20 Comparative Student Charges
- IX.21 Comparative Financial Ratios-Minter Report

APPENDIX B



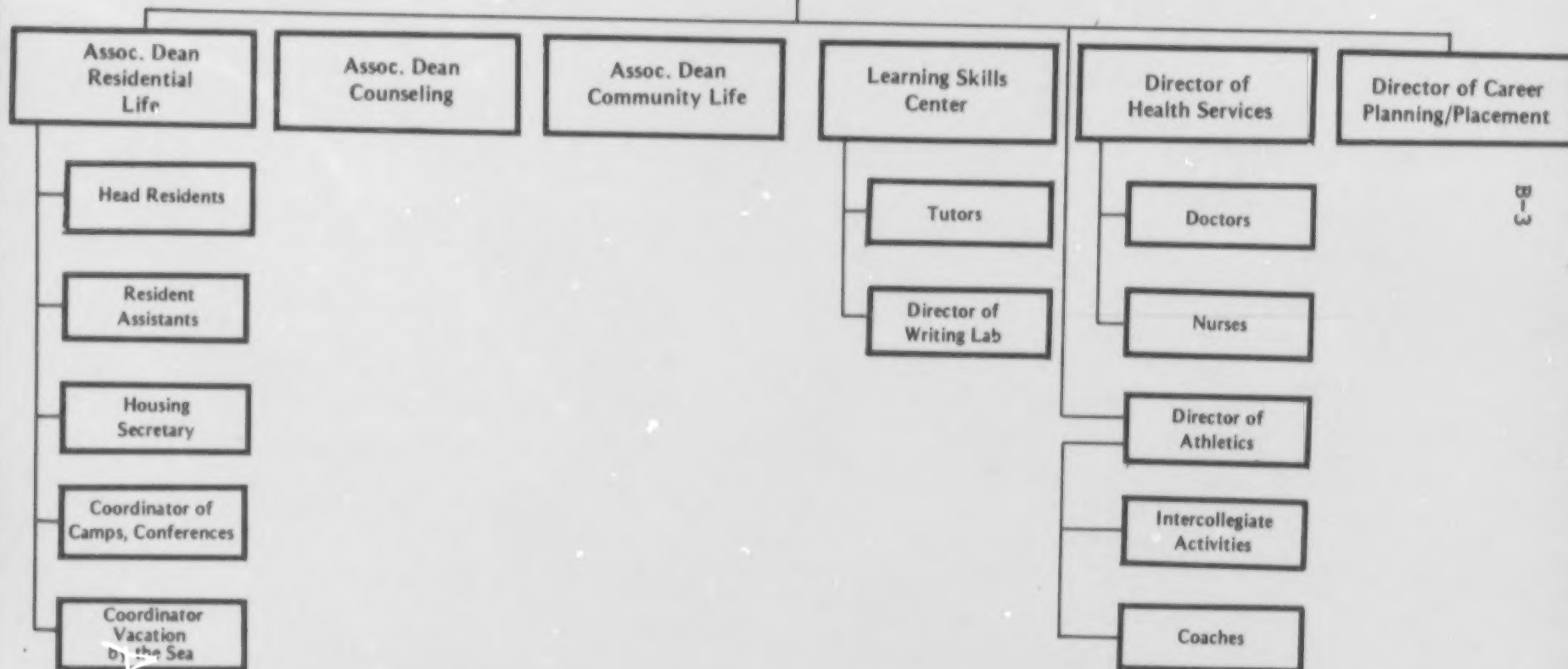
ADMINISTRATIVE STRUCTURE – ACADEMIC AFFAIRS



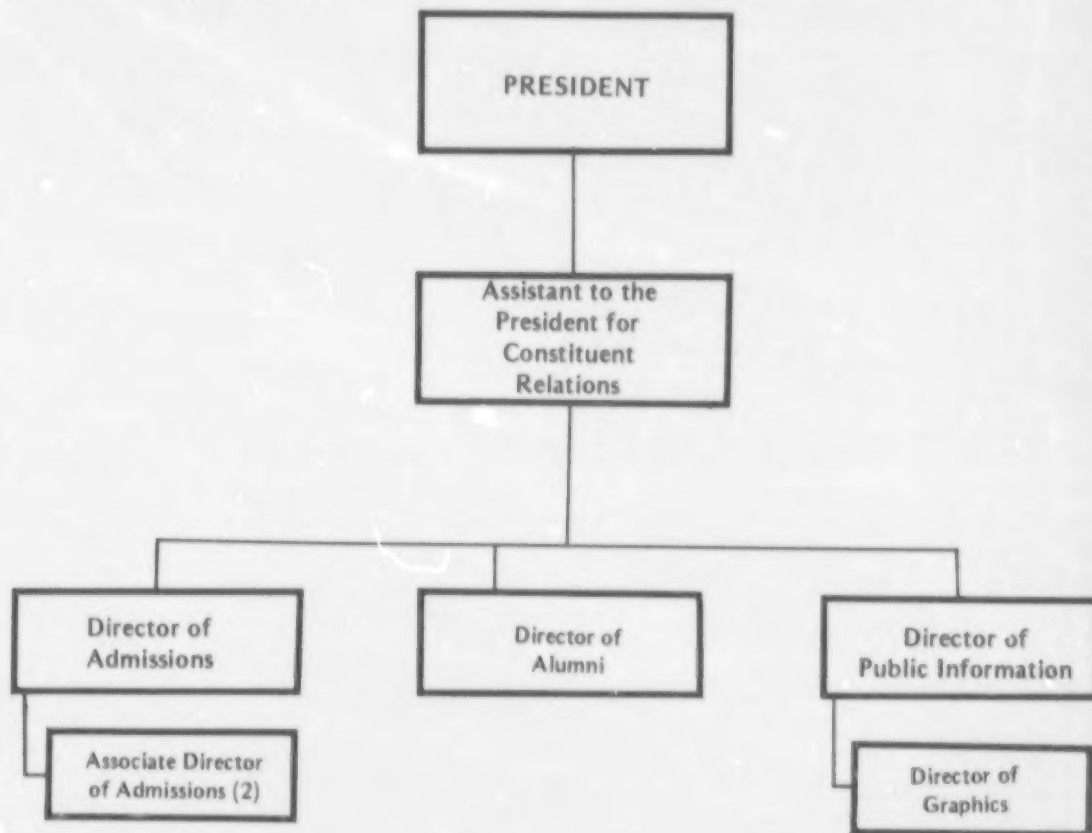
B-2

OFFICE FOR STUDENT DEVELOPMENT

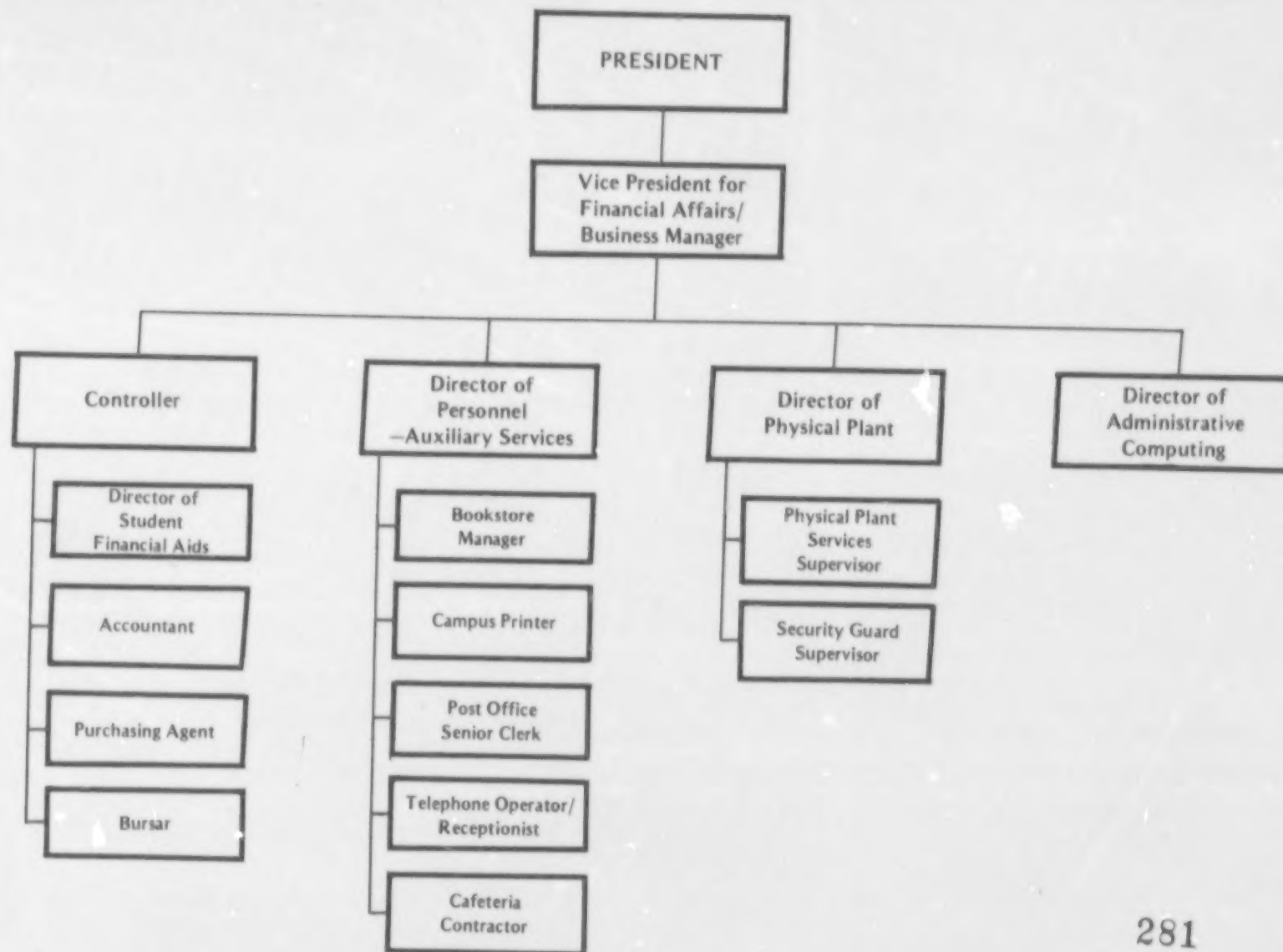
DEAN FOR STUDENT DEVELOPMENT



OFFICE OF: ASSISTANT TO THE PRESIDENT AND CONSTITUENT RELATIONS

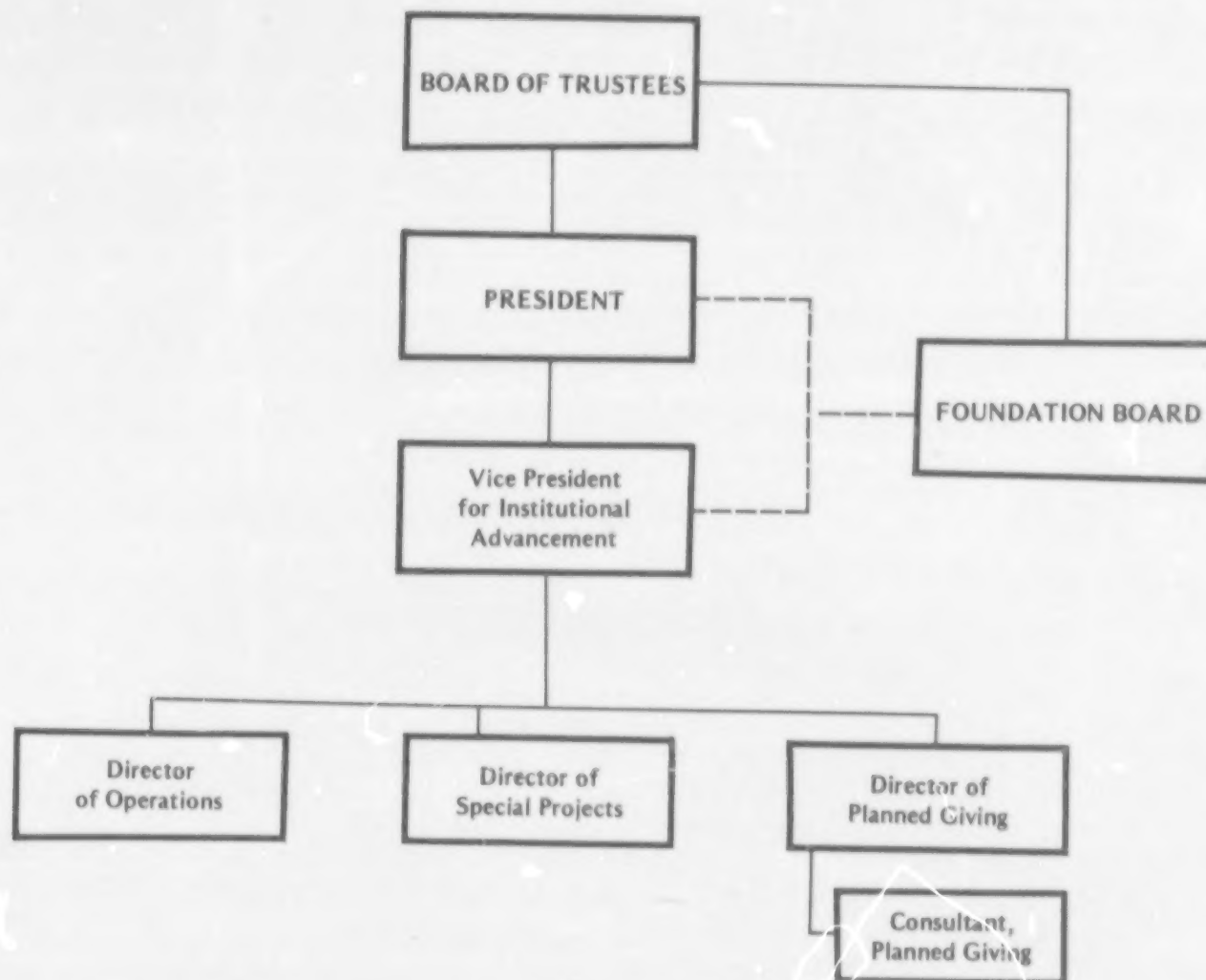


ADMINISTRATIVE STRUCTURE – FINANCIAL AFFAIRS



B-5

OFFICE OF INSTITUTIONAL ADVANCEMENT



B-6

APPENDIX C

Chart 9.1. SOURCES OF REVENUE

	ACTUAL						PROJECTED					
	1981-82		1982-83		1983-84		1984-85		1985-86		1986-87	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees	4,922,539	45	5,902,081	45	6,393,223	47	7,025,500	49	7,753,500	50	8,373,780	51
Government Appropriations												
Federal												
State												
Local												
Government Grants and Contracts												
Federal												
Unrestricted												
Restricted												
State	915,177	8	1,023,096	8	96,621	7	950,000	7	950,000	6	950,000	6
Unrestricted												
Restricted												
Local	914,501	8	850,327	7	785,193	6	800,000	5	800,000	5	800,000	5
Unrestricted												
Restricted												
Private Gifts, Grants, and Contracts												
UN Restricted												
Restricted	1,273,897	12	1,256,322	10	1,454,307	11	1,543,592	11	1,637,700	11	1,735,962	11
Endowment Income	345,144	3	401,342	3	473,127	3	450,000	3	300,000	2	300,000	2
Unrestricted												
Restricted												
Sales and Services												
Educational Activities												
Auxiliary Enterprises												
Hospitals	2,242,823	22	2,782,919	22	3,105,141	24	3,381,600	23	3,621,640	24	3,838,938	23
Auxiliary Foundations												
INVESTMENT FUNDS	125,454	1	157,552	1	178,212	1	150,500	1	150,500	1	150,500	1
Other (Specify)	124,045	1	156,104	1	179,236	1	137,900	1	137,900	1	137,900	1
TOTAL CURRENT FUND REVENUES	10,863,580	100	12,529,753	100	13,597,110	100	14,439,092	100	15,351,240	100	16,287,080	100

ASSUMES
8% INC.

ASSUMES
6% INC.

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Chart 9.2. OPERATING EXPENDITURES

	ACTUAL						PROJECTED						1987 Assume 82 Inc.
	1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	
Educational and General													
Instruction	2,227,650	26	2,661,263	26	2,862,572	22	3,104,680	22	3,380,377	22	3,650,807	23	
Research	-0-		-0-		-0-		-0-		-0-		-0-		
Public Service	-0-		-0-		-0-		-0-		-0-		-0-		
Academic Support	568,119	8	853,917	8	1,044,593	8	1,250,881	9	1,361,757	9	1,470,698	9	
Libraries	-0-		-0-		-0-		-0-		-0-		-0-		
Student Services	868,631	10	1,001,596	10	1,028,066	8	1,025,089	7	1,116,408	7	1,205,721	7	
Institutional Support	1,344,388	16	1,811,533	17	1,894,128	14	2,143,004	15	2,334,070	15	2,520,796	16	
Operation & Maintenance of Plant	792,154	9	948,757	9	1,033,223	8	1,132,074	8	1,233,241	8	1,331,900	8	
Scholarships and Fellowships													
From Unrestricted Funds	551,991	6	581,097	6	675,567	5	766,540	5	834,709	5	901,486	6	
From Restricted Funds	1,276,738	20	1,705,058	16	1,620,630	12	1,461,028	10	1,323,993	9	1,219,081	8	
Educational and General	8,180,671	94	9,563,217	92									
Mandatory Transfers	486,419	6	814,879	8	772,671	6	813,000	6	813,000	5	813,000	5	
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS	8,667,090	83	10,378,096	83	11,008,450	83	12,626,226	82	12,397,555	82	13,113,489	82	
Educational Activities (Including Transfers)	-0-		-0-		-0-		-0-		-0-		-0-		
Auxiliary Enterprises (Including Transfers)	1,718,181	16	1,992,581	16	2,248,979	17	2,498,328	18	2,720,918	18	2,938,591	18	
Hospitals (Inc. Transfers)	-0-		-0-		-0-		-0-		-0-		-0-		
Auxiliary Foundations (Including Transfers)	-0-		-0-		-0-		-0-		-0-		-0-		
Other (Specify)	62,130	1	38,310	1	61,303	-	60,000	-	60,000	-	60,000	-	
TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS	10,447,401	100	12,408,987	100	13,318,732	100	14,254,624	100	15,178,473	100	16,122,080	100	

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82 Inc.

Chart 9.3. ASSETS AND LIABILITIES

	ACTUAL						PROJECTED					
	1981-82		1982-83		1983-84		1984-85		1985-86		1986-87	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Assets												
Cash	30,672	.2	8,655	-	8,552	-	8,500	-	8,500	-	8,500	-
Investments	7,248,956	22	9,390,242	26	8,634,186	24	11,050,000	28	12,150,000	31	12,500,000	31
Accounts Receivable	624,577	3	720,723	2	1,341,916	4	1,350,000	3	1,200,000	3	1,100,000	3
Inventories	157,530	.5	170,443	.7	247,208	1	250,000	1	250,000	1	250,000	1
STUDENT LOAN FUNDS REC.	2,533,688	8	2,451,933	7	2,561,705	7	2,500,000	6	2,500,000	6	2,500,000	6
Notes Receivable	8,182,093	25	7,875,245	23	7,089,068	17	6,689,068	17	1,585,972	4	1,485,972	4
Plant and Land												
Land	4,314,113	13	4,359,856	13	4,385,652	12	4,731,652	12	4,757,652	12	4,783,652	12
Buildings	6,344,382	20	6,388,869	19	7,403,092	21	7,703,092	19	9,780,432	25	10,280,432	25
Furniture and Equipment	2,409,715	7	2,581,045	8	3,079,237	9	3,282,237	8	3,485,237	9	3,688,237	9
Construction in Progress	351,488	1	406,473	1	1,119,721	3	2,244,531	6	3,542,252	9	3,591,252	9
Other (Specify)	67,832	.3	59,251	.3	50,673	-	130,067	-	142,889	-	132,889	-
TOTAL ASSETS	37315,046	100	34,412,734	100	35,921,010	100	39,739,147	100	39,402,934	100	40,320,934	100
Liabilities												
Accounts Payable	692,166	2	573,764	2	448,704	1	450,000	1	450,000	1	450,000	1
Notes Payable												
Deferred Tuition												
Taxes Payable												
Other (Specify)												
Long-Term												
Bonds Payable	3,421,239	11	3,146,000	9	3,182,707	9	5,512,707	14	4,916,707	12	4,282,707	11
Notes Payable	4,784,124	15	4,736,075	14	4,365,341	12	4,234,341	11	4,094,341	10	3,944,341	10
Pensions Payable												
Other (Specify) GOV'T OBLIGATIONS & OTHER	3,408,531	11	4,159,146	12	3,193,627	9	2,900,000	7	1,400,000	4	1,200,000	3
Deposits Held for Others												
Student Organizations												
Auxiliary Foundations												
Fund Balance												
Restricted Purpose	6,303,176	20	6,833,338	20	8,239,736	23	8,822,895	23	9,409,636	24	9,996,786	25
Unrestricted	3,156,748	10	3,591,583	10	4,736,746	13	5,330,055	13	5,908,101	15	6,487,941	16
Investment in Plant	10553,072	31	11,382,828	33	11,754,149	33	12,489,149	31	13,224,149	34	13,959,149	34
TOTAL LIABILITIES	32315,046	100	34,412,734	100	35,921,010	100	39,739,147	100	39,402,934	100	40,320,934	100

Chart 9.4. CHANGES IN FUND BALANCES

	ACTUAL			PROJECTED		
	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
	Amount	Amount	Amount	Amount	Amount	Amount
Current Unrestricted Funds						
Additions	8,683,011	10,219,697	11,370,446	12,238,092	13,301,240	14,237,080
Deductions	7,711,542	9,371,774	10,475,418	11,204,624	12,278,473	13,212,080
Transfers Into/(Out Of)	(572,401)	(840,693)	(882,406)	(850,000)	(850,000)	(850,000)
Net Increase/(Decrease)	399,068	7,230	12,622	184,468	172,767	175,000
Beginning Balance	5,964	405,032	412,262	424,884	609,352	782,119
Ending Balance	405,032	412,262	424,884	609,352	782,119	957,119
Current Restricted Funds						
Additions	2,180,569	2,310,056	2,226,664	2,200,000	2,050,000	2,050,000
Deductions	2,187,310	2,184,024	2,009,340	2,177,000	2,027,000	2,027,000
Transfers Into/(Out Of)	23,852	(12,496)	48,432	(23,000)	(23,000)	(23,000)
Net Increase/(Decrease)	17,111	113,536	265,756	-0-	-0-	-0-
Beginning Balance	148,420	165,531	279,067	544,823	544,843	544,843
Ending Balance	165,531	279,067	544,823	544,823	544,843	544,843
Loan Funds						
Additions	46,254	54,686	52,006	52,000	52,000	52,000
Deductions	92,862	128,851	141,591	112,000	112,000	112,000
Transfers Into/(Out Of)	-0-	40,878	9,082	12,000	12,000	12,000
Net Increase/(Decrease)	(51,608)	(33,017)	(80,503)	(48,000)	(48,000)	(48,000)
Beginning Balance	2,491,837	2,440,229	2,407,212	2,326,709	2,278,709	2,230,709
Ending Balance	2,440,229	2,407,213	2,326,709	2,278,709	2,230,709	2,182,709
Endowment Funds						
Additions	697,217	795,441	587,730	660,000	660,000	660,000
Deductions	127,830	173,253	20,617	100,000	100,000	100,000
Transfers Into/(Out Of)	115,696	164,841	2,472,368	240,000	240,000	240,000
Net Increase/(Decrease)	685,083	787,029	3,039,481	800,000	800,000	800,000
Beginning Balance	3,859,708	4,544,791	5,331,820	8,371,301	9,171,301	9,971,301
Ending Balance	4,544,791	5,331,820	8,371,301	9,171,301	9,971,301	10,771,301
Annuity and Life Income Funds						
Additions	656,550	624,506	1,141,550	650,000	650,000	650,000
Deductions	224,795	565,906	250,669	435,000	435,000	435,000
Transfers Into/(Out Of)	(6,731)	22,916	(1,566,676)	25,000	25,000	25,000
Net Increase/(Decrease)	425,024	81,516	(675,795)	240,000	240,000	240,000
Beginning Balance	1,478,020	1,903,044	1,984,560	1,308,765	1,548,765	1,788,765
Ending Balance	1,903,044	1,984,560	1,308,765	1,548,765	1,788,765	2,028,765
Plant Funds						
Additions	987,650	1,145,919	1,873,224	1,300,000	1,300,000	1,300,000
Deductions	817,565	939,717	1,421,103	990,000	990,000	990,000
Transfers Into/(Out Of)	439,584	624,554	(80,800)	425,000	425,000	425,000
Net Increase/(Decrease)	609,669	830,756	371,321	735,000	735,000	735,000
Beginning Balance	9,942,403	10,552,072	11,382,838	11,754,149	12,489,149	13,224,149
Ending Balance	10,552,075	11,382,838	11,754,149	12,489,149	13,224,149	13,959,149

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Chart 9.5. CAPITAL INVESTMENTS

	ACTUAL		PROJECTED			
	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87
	Amount	Amount	Amount	Amount	Amount	Amount
Land						
Beginning Book Value	4,294,071	4,314,113	4,359,856	4,385,652	4,731,652	4,757,652
Additions	20,042	45,743	25,796	346,000	26,000	26,000
Deductions	-0-	-0-	-0-	-0-	-0-	-0-
Ending Book Value	4,314,113	4,359,856	4,385,652	4,731,652	4,757,652	4,783,652
Buildings						
Beginning Book Value	6,255,922	6,344,382	6,388,869	7,403,092	7,703,092	9,780,432
Additions	88,460	44,487	1,014,223	300,000	2,077,340	500,000
Deductions	-0-	-0-	-0-	-0-	-0-	-0-
Ending Book Value	6,344,382	6,388,869	7,403,092	7,703,092	9,780,432	10,280,432
Furniture and Equipment						
Beginning Book Value	2,336,342	2,409,175	2,581,045	3,079,237	3,282,237	3,485,237
Additions	73,372	171,330	498,192	203,000	203,000	203,000
Deductions	-0-	-0-	-0-	-0-	-0-	-0-
Ending Book Value	2,409,715	2,581,045	3,079,237	3,282,237	3,485,237	3,688,237
Construction in Progress**						
Beginning Book Value	263,477	351,488	406,473	1,119,721	2,244,531	3,542,252
Additions	566,799	308,834	945,446	1,770,810	1,156,530	575,000
Deductions	478,788	253,849	232,198	646,000	2,103,340	526,000
Ending Book Value	351,488	406,473	1,119,721	2,244,531	3,542,252	3,591,252

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APPENDIX D

POINT LOMA NAZARENE COLLEGE BOARD OF TRUSTEES AND SPOUSES

MR. HOWARD D. (LOIS) ANDERSON 3892 Exmoor Circle Sacramento, CA 95825 Home 916-483-8292 Sacramento District Retired Engineer	MR. RICHARD L. (BEVERLEE) BORBE 1138 Racquet Club Drive Auburn, CA 95603 Home 916-885-4286 Sacramento District Retired Educator
DR. DAVID R. (GENEVA) BARTON 10987 Cochran Street Riverside, CA 92505 Home 714-687-1144 Office 714-682-5861 Southern California District Medical Doctor	REV. ROGER E. (MARLENE) BOWMAN 1005 West 130th Street Gardena, CA 90247 Home 213-329-6508 Office 213-755-6423 Los Angeles District Pastor - Los Angeles Grace
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Northern California District
High School District Personnel
Director

APPENDIX E

DEGREES GRANTED IN EACH PROGRAM BY YEAR 1975-1984

Program/Major	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
Accounting	--	--	--	--	--	--	1	5	5	10
Art	3	5	1	2	6	3	5	2	5	7
Biology	7	10	9	12	13	12	10	17	15	10
Bio/Chem	--	1	2	3	7	4	3	3	5	7
Bus Admin	na	na	na	na	na	na	na	na	4*	19
Bus Admin/Eco	19	22	17	23	32	38	37	30	32	29
Bus Education	3	7	7	8	--	1	--	1	--	3
Chemistry	4	7	9	6	1	6	3	7	1	8
Child Dev	19	19	19	16	19	16	15	15	13	6
Computer Sci	na	na	na	na	1*	3	6	7	12	11
Church Music/ Youth Min	--	--	--	--	--	--	--	2	1	--
Fine Arts	2	--	--	--	--	--	--	--	--	--
Economics	na	na	na	na	na	na	na	na	na	1*
Eng/Physics	--	--	--	--	--	1	--	1	3	--
Hist/Pol Sc	5	4	3	6	3	7	9	8	6	9
Home Econ	3	8	4	11	9	7	10	4	4	5
Home Ec/Bus	na	na	na	na	na	na	na	na	na	2*
Liberal Stu	na	na	5*	25	23	33	20	28	26	24
Literature	7	8	4	8	5	6	8	9	3	9
Lit/Sp Comm	--	4	--	3	5	1	2	6	3	1
Mathematics	5	4	3	6	1	4	5	4	4	6
Music	5	7	10	7	7	8	6	9	5	3
Off Admin	na	na	na	na	2*	4	4	5	3	8
Philosophy	1	--	--	1	--	--	2	--	1	--
Phil/Rel	3	2	4	5	1	--	--	2	4	4
Phil/Theo	--	--	--	--	--	1	1	--	1	--
Phys Ed	10	10	13	15	10	11	9	16	5	6
PE/Athl Trng	na	na	na	na	na	na	na	2*	3	5
Physics	1	1	2	4	2	--	2	2	3	1
Psychology	13	10	12	23	12	14	10	11	19	10
Religion	22	37	32	35	22	18	22	21	15	19
Social Sci	1	1	3	1	--	--	--	--	--	--
Sociology	6	6	8	4	5	9	5	7	8	10
Spanish	1	2	1	2	--	--	--	--	--	--
Span Studies	na	na	na	na	na	na	na	na	1*	4
Speech Comm	1	4	2	3	5	1	4	2	3	12
Sp Comm Theo	--	1	3	3	5	3	2	1	7	3
Bachelor of Science:										
Nursing	30	35	33	41	39	39	36	39	31	28
Master of Arts:										
Education	12	28	38	44	26	38	19	45	47	45
Religion	5	6	7	8	5	5	--	5	2	1
Educational Specialist:										
Education	na	na	na	na	na	na	na	na	15*	18
TOTAL	188	249	251	325	268	295	257	317	315	344

*Denotes first graduates of new major

APPENDIX F

Student Admissions*

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years (fall enrollment). If exact figures cannot be supplied, careful estimates may be given and should be noted. Students enrolled in a previous year should not be included as applicants in a subsequent year.

	19-82	19-83	19-84
F R E S H M A N			
Number of applicants with complete credentials for admission to the freshman class APPLIED	957*	632	641
Number of applicants accepted	652	619	661
Number of freshman applicants actually enrolled	371	375	377
T R A N S F E R			
Number of applicants with complete credentials for admission with advanced standing (transfer) APPLIED	408*	414	416
Number of advanced standing undergraduate applicants accepted	199	215	220
Number of advanced standing undergraduate applicants actually enrolled	239	221	257
M A S T E R S			
Number of applicants with complete credentials for admission to masters programs	75*	81*	80*
Number of applicants accepted for masters programs	70*	75*	75*
Number of applicants actually enrolled in masters programs	61	67	69
D O C T O R A L			
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			
P R O F E S S I O N A L			
Number of applicants with complete credentials for admission to graduate professional programs			
Number of applicants accepted for graduate professional programs			
Number of applicants actually enrolled in graduate professional programs			

*ESTIMATE
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Ability Measures of Freshman Students

- A. **Class ranking of entering freshmen:**
 Per cent in top 10% of high school class 13
 Per cent in top 25% of high school class 28
 Per cent in top 50% of high school class 47
 Per cent in top 75% of high school class 63
- B. **SAT scores for entering freshmen:**
 Class average SAT score on Verbal 420 RAW 45%
 Per cent scoring above 500 on Verbal 14 Mathematical 21
 Per cent scoring above 600 on Verbal 2 Mathematical 9
 Per cent scoring above 700 on Verbal 0 Mathematical 1
- C. **Mean ACT scores for entering freshmen:**
 Composite 57
 Mathematics 54
 English 60
 Natural Sciences 57
 Social Studies 56
- D. **Other tests used for admission or placement:**
 Test name _____
 Mean or composite _____
 Range _____

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Ability Measures of Entering Graduate Students

- A. **Graduate Record Examination**
 (for total Graduate School excluding professional schools) Range
 High 1250 Low 800
- B. **Miller Analogies Test**
 (for total Graduate School excluding professional schools) High 90 Low 34
- C. On separate sheet, indicate other test data used for admission. N/A

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